



St Bridget's (C of E) Primary School
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Policy Title:

Inclusion Policy

'We live to learn, laugh and play and enjoy every single day'



INCLUSION POLICY

St Bridget's CE Primary School Vision

At St Bridget's Primary School we strive to be a happy, welcoming school family where everyone feels safe and is encouraged to develop their full potential within a Christian atmosphere.

We endeavour to support our children by:

- Using Christian teachings to give guidance in our daily lives.
- Developing a good understanding of how to live a healthy lifestyle.
- Ensuring they feel safe and secure.
- Providing an enriched learning environment where children can achieve, enjoy and succeed.
- Ensuring each child has a good understanding of their rights and responsibilities within school and the wider community.
- Providing children with the necessary skills and qualities to achieve future well being and fulfillment in all aspects of life.

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Aims and objectives

At St Bridget's C of E Primary school we aim to value the individuality of all our children. We are committed to giving each child at our school every opportunity to achieve the highest of standards, to foster an attitude of caring for learning and enabling the opportunity for every pupil to be empowered and inspired for the next stages in their lives.

This policy helps to ensure that this happens for all the children in our school – regardless of disability, age, gender, ethnicity, attainment or background.

We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys
- minority ethnic and faith groups
- disadvantaged children i.e., those pupils for whom we receive Pupil Premium
- children who need support to learn English as an additional language
- children with Special Educational Needs and Disabilities

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- children with medical needs
- any children who are at risk of disaffection or exclusion
- children with additional learning needs
- Looked After children and children previously in care

Teaching & Learning

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children
- a commitment to the 'Every Child Matters' agenda
- commitment to the 'Extended Schools' provision

Teachers ensure that children:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- are taught in groupings that allow them all to experience success
- use materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that includes a range of different learning styles
- have challenging targets that enable them to strive and push themselves
- are encouraged to participate fully, regardless of disabilities or medical needs

We also use additional external links and services to ensure Inclusion for all children

- Sign posting of counselling services
- Individual Education Plans (IEP's) for children with special educational needs
- Referrals and access to specialised services such as Specialist Teachers, Behaviour Teams, Health professionals etc
- Personal Education Plans (PEP's) for Looked after children
- Access to the curriculum through differentiation
- Access to Gifted and Talented programmes Discussions with Parents/Carers

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Summary

At St Bridget's CE Primary School we value each child as a unique individual. We will strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Relationship to other policies

This policy is related to all curriculum policies

Roles and responsibilities of the Headteacher, other staff and governors.

It is the responsibility of all staff to ensure that all children are included in a broad and balanced curriculum. It is the responsibility of the Headteacher to monitor such practice.

Arrangements for monitoring and evaluation

This Policy will be reviewed every 3 years.

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