Christ Church & Holy Trinity CE Primary Schools Federation
Inclusion Policy
June 2025

Our shared vision for Christ Church & Holy Trinity Schools

We take inspiration from the Parable of the Sower (Matthew 13:3-23) teaching children to "See with their eyes, hear with their ears and understand with their hearts."

Our schools are united in the Christian vision to educate children for life in all its fullness, working together so that each child may flourish with a delight in seeking wisdom and knowledge. We are learning to love God, one another and ourselves.

Our Federation Mission Statement

Christ Church and Holy Trinity C of E Primary Schools (CCHT) are dedicated to providing a nurturing environment in which all children have the opportunities to reach their maximum academic and social and spiritual potential. Excellent teaching, learning and relationships are at the heart of all we do.

Aims of the Policy

To explain the rationale for the policy
To outline the educational provision at Christ Church and Holy Trinity Schools in line with the aim that all children access the curriculum as fully as possible despite their additional needs.
To outline the responsibilities of class teachers, parents, SENCOs, Head Teacher and Governors with regard to the inclusion of all children.

Introduction

The mission statement of our schools talk of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Being different and belonging together is a fundamental phrase that describes our ethos. Understanding our differences and similarities and the differing needs of different individuals is used as a positive learning experience.

Please read this policy in conjunction with our Equal Opportunities and Special Needs Policies.

Our Objectives

Our schools aim to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- All young people;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children with physical disabilities;
- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers and asylum seekers.

The National Curriculum and Early Years Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs 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. This includes speech and language therapy, occupational therapy, clinical psychology support, physiotherapy and mobility training.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?
- Do we promote understanding amongst children and adults that we are all different and thus learn effectively in different ways?

Teacher Responsibilities to ensure their practise is inclusive

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make on going assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps if their rate of learning is of a significantly different speed to that of their peers.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Teachers ensure 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;
- Participate safely, in clothing that is appropriate to their religious beliefs;
- 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 allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Are encouraged to participate fully, regardless of disabilities or medical needs.

Teaching children with disabilities
(please see appendix one for a definition of disability)

Some children in our school have disabilities and consequently need additional resources. We ensure that we are fully aware of what children's additional needs are on entry to school and the possible modifications we need to make to the environment and the curriculum. Where necessary a care plan is drawn up with staff, parents and relevant agencies.

The schools are committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our schools also allow wheelchair access. We have disabled toilet facilities and a lift in the building which requires first floor access. We have yellow markings to assist a partially sighted pupil as she moves around the school.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. All children are trained to be sight impairment friendly in their behaviours.

Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

SENCO Responsibility

The SENCO has the pivotal role in supporting teachers in their application of the above duties and the monitoring of the effectiveness of their practises in meeting the needs of the children in our school.

The SENCO provides the crucial communication link between the parents of children for whom inclusion needs to be planned in some way differently or additionally than for the other children in the class. The SENCO elicits feedback from these parents on their views about their children's progress in all aspects of learning.

The SENCO also has a vital role in liaising between parents, class teachers and other agencies who assist with the effective inclusion of such children.

Head Teacher and Governor Responsibility

Christ Church: In response to the Disability Act 2001, the governing body has reviewed how the school could be made more accessible for disabled children and this was completed in September 2005 and reviewed again in 2013. The school is fully accessible for all children including the new build areas.

Holy Trinity: In response to the Disability Act 2001, the governing body has reviewed how the school could be made more accessible for disabled children. Holy Trinity is on two sites and one building was adapted in July 2009 to meet the needs of any children with physical disabilities. Reasonable adjustments would then be made to accommodate children within that building. The buildings are reviewed annually.

Disapplication and Modification

The schools can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:
Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Racism and Inclusion

The schools have implemented the recommendations of The Stephen Lawrence Inquiry: MacPherson Report (1999). The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the governing body by the Head Teacher. The schools contact parents of those pupils involved in racist incidents. Further details are to be found in the Federation's Equal Opportunities Policy.

Summary

In our schools the teaching and learning, achievements, attitudes and well-being of every child is of the greatest importance. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

Signed: *Avis Hawkins*

Name of Schools Christ Church and Holy Trinity Primary Schools Chelsea

Policy review Date June 2024

Date of next Review June 2025

Who reviewed this policy? Avis Hawkins, Partnership Committee

Ratified by Governors June 2024

Appendix One: A Definition of Disability

A person has a disability if they have a mental or physical impairment that has substantial and long term effect on their ability to carry out normal day to day activities.

To fall within the disability act a person must be substantially affected by their disability in one of the following ways:

- Mobility
- Physical co ordination
- Manual dexterity
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to learn, concentrate or understand
- Perception of risk or physical danger

A pupil may have a disability if:

- They have learning difficulties that have lasted for longer than twelve months
- They have long term medical needs such as diabetes, cancer or recovering from cancer
- They have sensory impairments to do with hearing or sight
- They have a clinically recognised illness
- They have severe disfigurements

Appendix Two: Pupil information Analysis of Pupils with Disabilities December 2021

The following data relates to the pupils at Christ Church Primary School during the academic year: See Provision Map for more information.
Number of pupils with disabilities (types of disability and year group):

Year Group	Sp LD	Physic al	SEMH Behaviour	Sight Impair	Hearing impair	Medical	ASD	Syndr omes	Total
Rec	1	1	1				2		5
1	3		1			2	2	1	9
2	4		1				2	2	9
3	3	1	1			2	2	2	11
4	5						4		9
5	3	1	2				1		7
6	5	1		1	1		2		10
Total	24	4	5	1	1	4	15	5	59

The following data relates to the pupils at Holy Trinity Primary School during the academic year: See Provision Map for more information.
Number of pupils with disabilities (types of disability and year group):

Year Group	Sp LD	ADHD	SEMH Behaviour	Developmental Language Disorder	SAL	Medical	ASD	Global Delay	Total
Rec			1				2	1	5
1			1		1		3	1	6
2	3		1		2	1	2		8
3	1	1	3		2				7
4	2		1	1	1	1	3		9
5	2		4			1	3	1	11
6	5		3				2		10
Total	13	1	13	1	5		15	2	56

The range of impairment is as follows :ASD - autistic spectrum disorder, ADHD, cerebral palsy, hearing/sight impairment, dyspraxia, dyslexia and dyscalculia, developmental language disorder