



# St. Luke's CEVA Primary School

## Inclusion Policy

**Adopted: Autumn 2024**

**Review Date: Autumn 2025**

**Aspiring to be just and kind**

**Walking humbly with God**

**Growing with every opportunity**



At St. Luke's, we are committed to fostering a community built on justice, kindness, service and respect, ensuring that everyone—regardless of background—is treated with dignity, warmth, and fairness. We are a Church of England VA School and we welcome all faiths.

We strive to embed a positive approach to our relationships which is evident in our behaviour in and out of school. We believe in restorative justice, to emphasise respect and reconciliation for all.

Our goal is to inspire pupils to make ethical choices and become agents of change, both within their own communities and beyond. We provide an environment where all individuals can flourish, experiencing a life-enhancing encounter with the Christian faith and Jesus Christ.

With hearts of compassion, we encourage service to others, extending kindness and support both within our school and the wider world. Through an excellent and broad-based curriculum, we ignite enthusiasm, energy, and dedication, empowering pupils to fully grow within their learning journey.

We prioritise diverse opportunities in sports, music, the arts, technology, and culture, supporting pupils' spiritual, moral, social, and personal development. We encourage pupils to grow in the 'fruits of the Spirit'—love, joy, peace, patience, kindness, goodness, faithfulness, humility, and self-control.

Our pupils grow with every opportunity and flourish spiritually.

## **Aims and objectives**

**1.1** Our school aims 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:

- Girls and boys
- Minority ethnic and faith groups
- Young Carers
- Children who need support to learn English as an additional language
- Children with special educational needs
- Gifted and talented children
- Sexual orientation
- Children who are at risk of disaffection or exclusion
- Travellers and asylum seekers

**1.2** The 2014 National 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

**1.3** 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?

## **Teaching and learning styles**

**2.1** 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 ongoing 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 refer to the curriculum statements from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

**2.2** 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.

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

**2.4** 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
- 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

## **Children with disabilities**

**3.1** St. Luke's is a barrier-free Primary School. The buildings and grounds are accessible for wheelchairs, with ramps and drop-kerb entrances. Internally there are two toilets for the disabled. The head teacher and governing body regularly review areas that may be considered to be in need of development.

**3.2** 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.

**3.3** 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

**In response to the Disability Act 2001, the governing body ensures that every effort is made to ensure that the school remains accessible for all.**

### **Disapplication and modification**

**4.1** The school may, where necessary, modify or disapply the National Curriculum and its assessment arrangements for a child. Our school policy is to do this only in exceptional and relevant 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 using a variety of teaching strategies to ensure proper access to learning including the provision of additional resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

**4.2** 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 Education 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.

### **Racial justice and inclusion**

**5.1** St. Luke's school has worked in Newham with the Education 4 Change (E4C) agenda to begin the journey of re-balancing the school curriculum so it more readily reflects our children and the wider community. We re-launched our School Council as a Justice Committee to aid this and strive for justice both inside and outside our school. 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 sub-committee of the governing body by the head teacher. The school contacts parents of those pupils involved in racist incidents.

### **English as an additional language (EAL)**

**6.1** In keeping with most parts in Inner London the school has a higher than National Average of children for whom English is not their first language. For these children, as all, aspirations remain high and our own evidence shows us that they can make strong progress as long as the school helps them to meet milestones in their acquisition of English. The school will ensure that staff are kept up to date with best practice.

### **Young Carers**

**7.** The school recognises how being a 'Young Carer' can, in some cases, be a barrier to a child fulfilling their full potential. The school keeps a register of children who are carers and has run courses to both increase their own self-awareness and confidence.

### **8. Mental Health & Well-Being**

The mental health and well-being of pupils, staff and families is a primary concern of the school. We have a specially trained members of staff to support pupils and staff and always signpost families to the relevant support agencies. For more about the school approach please see the Mental Health & Well-Being Guidance in the policy section of the website or ask for a hard copy from the office.

### **9. Special Educational Needs (SEND)**

Children with special educational needs are a large group within the school and as such their inclusive needs are referenced in detail in the **SEND Policy** and the **SEND Information Report on the website**.

### **10. Medical Conditions**

The school understands that certain medical conditions can lead to attendance issues – one example is Sickle Cell disease – and that the school is committed to working with children and families affected by medical issues, to allow them to access the learning in a format appropriate to their situation. For more policy details regarding children with medical conditions please see our Medical Conditions Policy in the policy section of the website or ask for a hard copy from the office.

**Summary - In our school the teaching and learning, achievements, attitudes and well-being of every child, staff member and parent are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.**