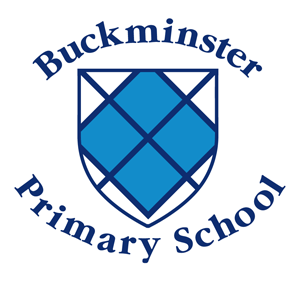
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**‘We aspire to develop active and responsible global citizens’**

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| **Inclusion policy**  **2021** |

Headteacher: Mrs D Clarke

Chair of Governors: K Coleman

Signed copy in school office Date: 31.01.22

Buckminster Primary School is 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, faith, attainment, age, disability, ability, gender, medical needs, sexuality or background.

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 all children. We make this a reality through the attention we pay to the different groups of children who could be in our school, such as;

Girls and boys, Lesbian, Gay, Bisexual or Transgender, Children with special educational needs or disabilities, Gifted and talented, Academically More Able, Children who are at risk of disaffection or exclusion, Looked After Children, Children who are carers, Travellers and asylum seekers, Minority ethnic and faith groups, Children who need support to learn English as an additional language.

The National Curriculum or EYFS 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 - teachers plan accordingly to the abilities of individuals within a group /class. This may include using programmes of study, materials from an earlier or later year, key stage.
* Responding to children's diverse learning needs, staff use a variety of teaching styles to ensure pupils' individual learning styles are taken into consideration.
* Overcoming potential barriers to learning and assessment for individuals and groups of pupils – this includes provision for physical access for pupils with mobility needs.
* Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children, where appropriate – e.g. developing life skills or additional physical skills.

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

Disapplication and modification

The school 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 outside agencies if they were involved. The school’s governor with responsibility for Special Educational Needs and Disabilities 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

Please also refer to: Relationships and Sex Education, RE, PSHE, SEND and Behaviour Policies