



Inclusion & Race Equality

Written By	Senior Leadership Team	
Frequency of Review	2 years	
Date reviewed and approved by Governing Body	January 2017	
Date of next review	January 2019	
Display on Website	✓	
Purpose	This policy sets out how Burlington Junior School ensures that it is “educationally inclusive” in relation to those pupils at risk of social exclusion.	
Consultation	Governors	✓
	Parents	x
	Pupils	x
	Staff	✓
Links with other policies	ASEND Attendance Behaviour Child Protection Outstanding Learners Prevent Radicalisation Safeguarding Teaching and Learning	

Burlington Junior **School**

Inclusion & Race **Equality Policy**

January 2017 – review January 2019

This policy sets out how Burlington Junior School ensures that it is “educationally inclusive” in relation to those pupils at risk of social exclusion.

Burlington Junior School Vision and Mission statement

'Building foundations for life'

Vision: Burlington Junior School inspires each individual child on their educational journey towards a lifelong love of learning and knowledge.

Mission: Staff are committed to:

- Providing a creative inspiring curriculum that provides memorable learning experiences.
- Guiding children on their educational journey towards personal and academic success.
- Creating a safe, caring environment where everyone is happy and can achieve.
- Working in partnership with our community to celebrate, respect and embrace our diversity.

We are committed to providing an appropriate and high quality education to all the children in our school. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Here at Burlington Junior School we are committed to inclusion. An integral part of school strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, impairment, attainment and background.

Aims

We pay particular attention to the provision for and the achievement of different groups of learners. We have a shared responsibility for a range of vulnerable learners. Any child who is 'different' from others in the peer group, is potentially vulnerable in terms of not being included – a different skin tone, accent, physical appearance, family background – can set them apart. There are a number of groups who may particularly be at risk:

- ***Pupils demonstrating disaffection or who are failing to participate fully in school through challenging behaviour or poor attendance***
 - ***Minority ethnic and faith groups***
 - ***Travellers and gypsies***
- ***Pupils who need support learning English as an additional language (EAL)***
 - ***Pupils with special educational needs***
 - ***Outstanding Learners***
 - ***Asylum seekers and refugees***
 - ***Children who are looked after***
 - ***Children with specific health needs***
 - ***Victims of abuse and domestic violence***
 - ***Children with specific disabilities***
 - ***Children in public care and foster homes***
 - ***Children with medical conditions***
 - ***Young carers***
 - ***Children from families under stress***

We recognize that pupils learn at different rates and that there may be factors affecting achievement, including ability, emotional state, age and maturity. We are aware that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognize that these may be long or short term. This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment.

At Burlington Junior School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his/her potential. It is our responsibility to include children with a diversity of needs, both within and beyond the school learning community. At Burlington Junior School, our aim is to maximize potential for all children, and we support holistic development and help to remove barriers to achievement.

Pupils in Need

Pupils in the following groups are named on various registers at Burlington Juniors, which are regularly reviewed:

Pupils with Special Educational Needs (SEN support register)

Outstanding Learners register

Pupils learning English as an additional language (EAL register)

Child Protection (CP register)

Looked After Children

and Pupils in receipt of Free School Meals + Pupil Premium (Pupil Premium register)

National Curriculum

At Burlington Junior School we follow the most recent National Curriculum. Teachers aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. A flexible approach is taken to take account of any gaps in pupils' learning resulting from missed or interrupted schooling. [For

example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions].

When planning, teachers set high expectations and provide opportunities for all pupils to achieve including boys and girls, pupils with special educational needs, with disabilities, those from all social and cultural backgrounds, pupils of different ethnic groups, including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds.

Teachers take specific action to respond to pupils' diverse needs by:

- creating effective learning environments
- securing pupil motivation and concentration
- providing equality of opportunity through planning varied teaching and learning styles
- using appropriate assessment approaches
- setting appropriate targets for learning
- providing for pupils who need help with communication, language and literacy
- planning, where necessary, to develop pupils' understanding through the a multi-sensory and practical approach to learning
- planning for pupils' full participation in learning and in physical and practical activities
- helping pupils to manage their behaviour, to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Pupils with Special Educational Needs

Curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the pupil.

A minority of pupils will have particular learning and assessment requirements which, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities.

In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention (as set out in the 2014 SEN Code of Practice). A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention, augmented by advice and support from external specialists or, in exceptional circumstances, with a statement of special educational need or Education, Health and Care Plan (EHCP).

Teachers, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

Teachers take specific action to provide access to learning for pupils with special educational needs by:

- providing for pupils who need help with speech, language and communication.
- Planning with a multi-sensory and practical approach to learning
- helping pupils to manage their behaviour, so they can take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Pupils with Disabilities

Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life. (such as a wheelchair, a hearing aid or equipment to aid vision.) Teachers ensure in their planning that these pupils are enabled to participate as fully and effectively as possible within the National Curriculum and the statutory assessment arrangements.

Teachers take specific action to enable the effective participation of pupils with disabilities by:

- planning appropriate amounts of time to allow for the satisfactory completion of tasks
- planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum

Pupils who are Learning English as an Additional Language

Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning takes account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages.

Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding is used, to confirm that no learning difficulties are present. The ability of pupils for whom English is an additional language to take part in the National Curriculum may be ahead of their communication skills in English. Teachers plan learning opportunities to help pupils develop their English and provide the support pupils need, to take part in all subject areas.

Teachers take specific action to help pupils who are learning English as an additional language by:

- developing their spoken and written English
- ensuring access to the curriculum and to assessment.

Child Protection

Children on the Child Protection register or on a Child in Need plan are monitored by the senior leadership team and their progress tracked half termly.

Access to Information

At Burlington Junior School all children requiring information in formats other than print will have this provided. We adapt printed materials so that children with literacy difficulties can access them and we provide alternatives to paper and pencil recording where appropriate, or provide access through peer/adult scribing.

Admissions

Burlington Junior School operates its admission procedures in accordance with the policy laid down by the Governors and Local Authority. This policy does not discriminate on grounds of race, religion or ethnic origin. Our school will not automatically refuse entry to pupils on the grounds that they have special, social, educational or behavioural needs, or because they have a history of disruption. Burlington Junior School is willing to consider offering new opportunities to pupils who have experienced difficulties previously, where it is reasonable to do so.

Attendance and Punctuality

Pupils are expected to attend Burlington Junior School full time, on time, unless the reason for their absence is unavoidable. Parents are expected to work closely with staff at the school in resolving any difficulties at an early stage. We operate in accordance with the prescribed regulations covering the marking of registers, granting of leave, the removal of pupils from the roll, and the authorisation of absence. Maximising attendance at the school is a priority and we seek creative solutions to attendance problems wherever possible, recognising particular needs of individuals and groups.

Behaviour

We set and expect high standards of behaviour which are set out in our Behaviour Policy. We aim to achieve a community which values and respects each individual, both staff and pupils. Racism, sexism and other forms of discrimination are not acceptable. At Burlington Junior School we aim to prepare pupils for living in a diverse and increasingly interdependent society. Where pupils infringe these standards, we respond in a way which shows that we see the behaviour as unacceptable, but still recognises the needs of the individual who carries it out. Pupils having difficulty with behaviour will receive support. Sanctions will be applied fairly in accordance with DfE guidance and exclusion is used as a last resort, when no other alternatives are available.

Support

At Burlington Junior School we promote social inclusion by supporting children in the following ways:

- Learning Support Programmes
- Outreach Family Support Worker
- Attendance officer
- EAL specialist teacher
- Mentoring
- Conferencing pupils
- School counsellor
- ELSA trained TA
- Working closely with parents

Identification and Assessment Arrangements, Monitoring and Reviewing Procedures

At Burlington Junior School all pupils are regularly observed, assessed and their progress tracked. Any pupils making slower progress than expected have their learning needs reviewed, either formally and/or informally, and teachers amend planning to take these needs into account. Individual targets, appropriate to each pupil's ability, are set regularly and reviewed. Analysis of assessment results, including SATS analysis, are carried out to track the progress of cohorts of pupils using SIMS.

Access Audit

An access audit is carried out to ensure that school grounds are accessible to those adults and children with physical disabilities. We have made considerable alterations to the school environment to ensure improved access for all (see Accessibility and Disability Policy)

Summary

At Burlington Junior School the teaching and learning, achievement, attitudes and well-being of every child matters to us. It is important to us that we value each child as a unique individual. We strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

Mrs Brigid Sims
Inclusion Leader
January 2017