



Inclusion & Race Equality

Written By	Senior Leadership Team	
Frequency of Review	2 years	
Date reviewed and approved by Governing Body	January 2019	
Date of next review	January 2021	
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	Accessibility Attendance Behaviour Pupil Premium Safeguarding Teaching and learning	

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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 are entitled 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. 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 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***

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- *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 with medical conditions*
 - *Young carers*
- *Children from families who are vulnerable and are eligible for pupil premium*

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.

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)**
- Pupils learning English as an additional language (EAL register)**
- Child Protection (CP register)**
- Looked After Children**
- Pupils in receipt of Free School Meals + Pupil Premium (Pupil Premium register)**

National Curriculum

At Burlington Junior School we follow the National Curriculum.

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 interventions for pupils who need help with communication, language and literacy
- 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.

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.

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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. 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 their mental health

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 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 for all pupils to access a broad and balance curriculum, with adapted activities where necessary.

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

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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:

- providing learning opportunities to enable the development of spoken and written English.
- ensuring access to the curriculum and to assessment.
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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 English 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.

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.

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
- Conferencing pupils
- ELSA trained staff
- Working closely with parents

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Access Audit

An access audit is carried out to ensure that school grounds are accessible to those adults and children with physical disabilities. (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 Caroline Case
Inclusion Leader
January 2019