



# Mundella Primary School Policies

## Inclusion Policy

Date Created/Updated: January 2026

Date to be Reviewed: January 2027

**Our vision: Mundella is a school which promotes respect and healthy living, and where everyone feels valued and able to reach their full potential.**

### Introduction

#### 1.1

We are committed to giving **all** our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school - regardless of their age, gender, ethnicity, attainment or background.

### 2. Aims and objectives

#### 2.1

Our school aims to be an inclusive school. 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;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- any children who are at risk of disaffection or exclusion
- children looked after
- children who are eligible for pupil premium

#### 2.2

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this 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 may include speech

and language therapy and mobility training.)

### **2.3**

We achieve educational inclusion by continually reviewing what we do, tracking children's progress and through asking ourselves these key questions:

- do all our children achieve as much as they can?
- 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?

## **3. Teaching and learning style**

### **3.1**

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers consider the abilities of all of their children. They also aim to use different teaching styles to accommodate children's different learning styles.

### **3.2**

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. The children may also be given additional support from TA - this may be in small groups or 1:1.

### **3.3**

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.

### **3.4**

Teachers are familiar with the relevant equal opportunity's legislation covering race, gender and disability.

### **3.5**

Teachers ensure that 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.

#### **4. Behavioural Support**

We employ a learning mentor. She offers individual and group support to children who exhibit difficulties in engaging with their learning or who have a poor self-esteem. She is also available to support parents if necessary.

#### **5. Assessment and reporting arrangements**

Children in school will be formally assessed at the end of each key stage as laid down in the "Assessment and reporting arrangements" booklets. Informal assessments will be carried out throughout each school year and the results of these are fed back to parents at parents' Evening

#### **6. Summary**

In our school the teaching and learning, achievements, attitudes and well-being of every child 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.

See also:

SEN policy

Equality Statement

Assessment policy

Learning and Teaching Policy