

NETHERTON J & I SCHOOL

INCLUSION POLICY

SEPTEMBER 2025

At Netherton School we aim to maximise each child's full potential. We recognise and value each child as an individual. We are committed to giving all our children every opportunity to achieve their full potential, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims and Objectives

At Netherton School we strive to consistently evolve and improve our practice so that we can provide a fully inclusive environment. Barriers to learning and participation are identified and removed and preventative measures introduced. We are able to do this through a whole school approach that recognises different groups of children within our school:

- more able learners
- learners with disabilities
- learners from different ethnic groups
- learners for whom English is an additional language
- learners with special educational needs
- girls and boys
- learners from different faiths
- learners with emotional, behavioural or social needs
- disaffected learners
- children in public care

Curriculum and Teaching

Through the careful planning and teaching of our curriculum we are able to meet the specific needs of individuals and groups of children. We meet these needs through:

- providing a broad and balanced curriculum
- planning suitable learning challenges
- ensure that we use a range of appropriate teaching styles that reflect different learning styles
- using the full range of differentiation strategies to ensure that all learners have the opportunity to access the curriculum and make progress
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children
- making use of all available data for identification, targeting and early Intervention of all learners with additional educational needs, setting appropriate yet challenging targets for improvement
- monitor progress against targets and share the information with the learner

Assessment

Using assessment effectively, we are able to respond to all our pupils' diverse learning needs so that they can succeed and reach the highest level of personal achievement. We analyse the attainment of all our pupils with a special focus on specific vulnerable groups to ensure that these children achieve as much as they can. Through ongoing assessment procedures that inform planning, teachers are

able to take into account the abilities of all children. Children who attain significantly below the expected level are set work that matches their ability but still challenges and allows progress to be made. These children are given Special Education Needs status (see Special Educational Needs policy). Equally, children who are significantly above the expected level of attainment are also provided with learning experiences that will stretch and stimulate.

Children with Disabilities

At Netherton School children with disabilities are given full access to all areas of learning. We are committed to meeting the needs of these children. The school meets the requirements and the legal duties of the Equality Act 2010 and the Disability Equality Duty. All reasonable steps are taken to ensure that these children are not placed at substantial disadvantage compared with non-disabled children, this includes preventing direct discrimination, indirect discrimination, discrimination based on association and discrimination arising from disability.

Wheelchair access to/in and around the school has been considered and provision has been made for wheelchair users.

Teachers modify learning and teaching expectations for children with specific disabilities, adapting or providing alternative learning experiences so that disabled children can access the curriculum.

Disapplication and Modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification and would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action. Upon recommendation to disapply, parents and the LA would be involved in detailed consultation. Governors and members of staff with SEN responsibility would be closely involved.

Our procedures for disapplication or modification are in line with:

- section 364 of the Education Act of 1996 (allows modification or disapplication of the N.C., or elements of it, through a statement of special educational needs);
- section 365 of the Education Act of 1996 (allows the temporary modification or disapplication of the N.C., or elements of it).

Inclusion and Racism

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. All racist incidents are recorded and reported to the head teacher. The school contacts parents of those pupils involved in racist incidents.

Inclusion of Parents

The school aims to maintain good channels of communication with all parents. Parent Newsletters are sent to parents weekly, updating them on events and policy in school. In addition to this parents can access the school website for information.

Parents are kept informed of their child's progress through termly reports and consultation evenings. Homework and reading home/school books are used for communication. Parents are notified when their child is placed on the SEN register and are included in decision-making regarding Special Needs provision. Parents are encouraged to discuss their children's learning.

At Netherton School we strive to ensure that we meet all statutory requirements related to matters of inclusion. Teachers are aware of and familiar with the equal opportunities legislation covering race, gender and disability.

Monitoring and Review

This policy has been agreed by the staff and governors. It will be reviewed every 2 years, or earlier if necessary, by the Inclusion Manager.

Inclusion Manager: Mrs S Goodrum
Headteacher: Miss G Haley