



Kew Green Preparatory School

## INCLUSION STATEMENT

### 1. Introduction

Kew Green Preparatory School is committed to giving all the children every opportunity to achieve the highest of standards. We value all children in the school equally and will strive to eliminate prejudice and discrimination. This statement 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** Kew Green aims to be an inclusive setting. 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;
- attainment
- children with learning difficulties and disabilities and special educational needs;
- gifted and talented children;
- any children who are at risk of disaffection or exclusion.

The Schools aims to make teachers aware of the principles for inclusion and to develop cultures, policies and practices to enable us to respond to and support all learners.

**2.2** Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum Programmes of Study/ Early Learning Goals/ Foundation Stage Guidance are the starting point for planning the school curriculum so that it meets the specific needs of individuals and groups of pupils which are relevant and appropriately challenging at each key stage. We do this through the principles for inclusion:

- setting suitable challenges for children;
- responding to children's diverse needs;
- overcoming potential barriers to the access to and development of individuals and groups of children within the school;
- providing other support to meet the needs of individuals or groups of children. (This may include accepting advice from a range of professionals.)

**2.3** We achieve inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve as much as they can?
- are there differences in the achievement for different groups of children and if so what are the reasons for these differences?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?

### 3. Implications when working with children

- 3.1** We aim to give all our children the opportunity to succeed and reach their full potential. When planning for them, teachers take into account the abilities of and differences between all of their children.
- 3.2** For some children we use strategies that may normally be appropriate for children of a different age group dependent of the individual needs of the child. This is done to ensure that all children are able to make progress at their own level and at appropriate different rates of development.
- 3.3** When the attainment of a child falls significantly below the expected level teachers will enable the child to succeed by planning work that is in line with that child's individual needs. Where we have these concerns they will be highlighted to our Head of Learning Support (SENCo).
- 3.4** Where the attainment of a child significantly exceeds the expected level of attainment, teachers may use materials designed for use with older children, or extend the opportunities for work within the area or areas for which the child shows particular aptitude.
- 3.5** Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability discrimination. The school has an Equal Opportunities Policy.
- 3.6** All 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.

For further details on how Kew Green encourages the children to value and respect others refer to the PSHE and SMSC policy.

#### **4. Monitoring and Evaluating**

Our inclusive practices will be reviewed regularly through pupil progress meetings between staff and Senior Management and, monitored and evaluated by subject leaders/heads of departments to ensure that the practices effectively promote and value diversity and differences. Any inappropriate attitudes and practices by staff, children or visitors will be challenged as soon as possible by a member of Senior Leadership.

#### **5. Summary**

In our school the play, 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 activities for them.

WRITTEN BY: Ruth Morgan, Designated Safeguarding Officer

READ & APPROVED BY: LPS Directors, Kew Green Preparatory School Senior Leadership Team.

READ & SHARED: with all staff at Kew Green Preparatory School

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