



The Gateway Primary Academy

Inclusion Policy

May 2025

Introduction

The Gateway Primary Academy is an inclusive school, where we focus on the well-being and progress of every child and where all members of our school community are of equal worth. At the Gateway Primary Academy, we provide a broad and balanced education that celebrates our children's individuality and prepares them for a full, successful and happy life. Through our safe, positive and nurturing learning environment our children become confident, enthusiastic learners and achieve their full potential.

Our school aims are:

- To ensure **all pupils** can achieve their full potential through a love of learning
- To promote a community ethos which supports **self-worth, value** and **respect** for others
- To nurture an attitude of **self-belief** and **confidence** as **individuals**
- To develop an understanding that positive risk taking and self-evaluation is an essential stepping-stone in successful learning
- To provide a welcoming environment that is safe, secure, happy and stimulating to ensure **all pupils** feel welcome in our school
- To work together to **meet the needs of each individual** through **inclusive practices**
- To maximise learning opportunities through partnership with parents and the wider community
- To extend awareness of **individual's rights** and responsibilities as members of a multicultural society and global community

This policy helps to ensure that this school promotes the individuality and success of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

This policy should be read in conjunction with our: SEND, equal opportunities and supporting pupils with medical needs policies. In addition to this, our inclusion policy links to our 2019 accessibility plan.

Aims and objectives:

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We ensure equal opportunities 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;
- able, gifted and talented children;
- children who are at risk of disaffection or exclusion;

- travellers;
- asylum seekers,
- children with medical conditions
- children with physical disabilities

Planning An Inclusive Curriculum

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We ensure our curriculum is adapted to meet the needs of individual pupils to enable them to succeed at the Gateway. We adapt our school curriculum to meet the needs of our pupils by:

- setting suitable learning challenges across the curriculum;
- responding to children's diverse learning needs using additional resources and adult support as necessary;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils by careful planning and interventions;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy, working with other agencies, Project Salus work as needed)

Evaluating the effectiveness of our Inclusive Curriculum

We achieve educational inclusion by continually monitoring and reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?
- 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?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

As leaders, we evaluate our data throughout the year using these questions. Our subject leaders use this as an opportunity to look at the data for boys/girls, EAL pupils, pupil premium, ethnic minority pupils and at times, month of birth. The data is then shared with the class teachers, governors and class based adults where necessary. The data feeds into the school development plan and is used to set new priorities to ensure our curriculum is regularly adapted to meet the needs of all our pupils.

Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We track the progress and analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress and teachers use this information when planning their lessons. This is recorded on Arbor for Maths, English and the foundation subjects, in addition to this we use our writing checklists to set targets and track progress. These systems support our teacher in taking into account the abilities and needs of all their children.

For some children, we may use the programmes of study from earlier key stages. When the attainment of a child is significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Small-step targets will be recorded onto provision plans, which are regularly evaluated and individual/small group interventions will be put in place to meet the individual child's needs.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the depth of work within the area (or areas) for which the child shows particular aptitude.

Teachers at The Gateway Primary Academy provide quality first teaching to ensure all pupils make pupils. We employ additional staff members who support disadvantaged pupils and pupils with SEND. These staff members work with pupils identified at pupil progress meetings and they provide the SLT, class teachers and SENCo with regular feedback.

Teachers are familiar with the equal opportunities legislation covering race, gender and disability.

Teachers ensure that all children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others through classroom practice, Jigsaw and circle times;
- take responsibility for their own actions through the golden rules;
- 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;
- participate fully, regardless of disabilities or medical needs.

Children with disabilities

We are committed to meeting the needs of children with disabilities in our school. The school has taken steps to meet the requirements of the following guidance and documents:

- The Children and Families Act 2014
- SEND regulations 2014
- The Equality Act 2010
- The SEND Code of Practice 0-25 years 2015
- Accessibility Plan
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012

Alongside this guidance, the school fully meets the requirements of the amended Disability Discrimination Act (2010): advice for school.

All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. See additional guidance in our **Accessibility Plan**

2025. The school is committed to providing an environment that allows pupils with SEND full access to all areas of learning. Classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Our Accessibility Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities/SEN. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflects individual needs and abilities.

Teaching assistant support is provided to ensure children with disabilities/SEN are effectively and successfully included in class activities.

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements for pupils with a statement of special educational needs. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act (1996). This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act (1996). This allows the temporary modification or disapplication of the National Curriculum, or elements of it.
- Use of NAA guidelines (*updated annually*)

Inclusion and racism

The school has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and monitored by the Headteacher. Further details are to be found in the school's Equality policy.

Extra-curricular Provision

Extra-curricular provision, including after school clubs, concerts, workshops, trips etc. are a valuable part of school provision that can develop and promote individual strengths. Whole school planning will include planning activities to celebrate diversity and meet the needs of different groups within the school. We ensure all groups participate in our after school clubs when they wish to. We also enter a range of sporting events over the year and a range of children will represent the school.

Complaints

All complaints made by parents or staff relating to SEND are dealt with in accordance with the school's complaints procedure. Details of the complaints procedure are published on the school website.

Summary

In our school we value each child as a unique individual. We will strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Key Contacts for Inclusion at the Gateway

Headteacher: Mr J Cassem Headteacher@gateway-pri.kent.sch.uk

SENCo: Mrs J Watson, 01322 220090

SEND governor: Karen Gillard

Monitoring and review

This policy is monitored by the governing body and will be reviewed in line with school self-review and the school improvement plan. It will also be updated regularly to reflect new guidance.