



**Yavneh**

Primary School

## **Inclusion Policy**

## **Inclusivity and Diversity**

Yavneh Primary School is a modern orthodox Jewish school that welcomes children from other faiths and none. Our two – form entry school aims to nurture individuals and provide outstanding learning opportunities that will stretch and stimulate every pupil, enable them to reach for outstanding progress goals and be prepared for the demands of living and working in a rapidly changing technological world.

At Yavneh Primary School we recognise that one size does not fit all and we will support all families to be involved in their children's education. We value the contribution that all our families will make to our school community, enabling pupils to learn both from each other and about the beliefs and practices of others. The excellence of our school will be demonstrated by ensuring our pupils have the foundations to achieve their potential, wherever their journey takes them. At Yavneh Primary we will engage families both to support educational success and the personal and emotional development of our pupils. We will build a culture of mutual respect, understanding and equality.

At Yavneh Primary School we aim to nurture individuals who have high expectations of themselves, respect others and fulfil their true potential. Our pupils will be offered an outstanding education through excellent teaching, tracking, interventions and spiritual, moral and cultural opportunities. All pupils will develop a love of learning, enjoy their education, achieve academic excellence and be proud of their beliefs, heritage and communities. There will be a culture of challenge and support and all pupils will see themselves as proud active citizens who have a deep rooted understanding of British values, and who are respectful and understanding of all other members of Britain's diverse community.

These aspirations will underpin our curriculum in all subjects and will be reflected in the 'Yavneh Way' (our universal moral code) and the school motto which is "A World Built on Kindness". The Mission and Vision statements of Yavneh Primary School are aligned to the ethos of Yavneh College. The four main elements are: respect, kindness, politeness and courtesy.

Our values and vision will drive the choices and decisions we make to ensure our pupils' experience of school is exceptional and every pupil is supported to make the greatest possible progress and achieve their maximum potential.

At Yavneh Primary School we have a strong commitment to the teaching of Judaism whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the rich cultural diversity that exists in our school.

We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

## **1 Introduction**

1.1 At Yavneh Primary School we value the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

This policy should be read in conjunction with: SEND policy, Equality Policy and Accessibility Plan. Our guiding principles are enshrined in the Equality Act which came into force October 2010, replacing the Race Relations Act 1976 and the Disability Discrimination Act 1995. The Equality Act brings together nine pieces of legislation into one single Act, simplifying the law and reducing the burden on organisations by making it easier for institutions to comply with discrimination law.

## **2 Aims and objectives**

2.1 Yavneh Primary School is a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school:

- girls and boys;
- disadvantaged pupils (Free School Meals and Ever6)
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children with disabilities or medical needs
- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers.

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 meet these needs 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, recognising these groups may be fluid and responding with flexibility;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children ( such as speech and language therapy)

2.3 We achieve educational inclusion by continually 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?

The data we gather annually, using the school's system of progress trackers, help us to review our children's progress against these criteria. We also monitor children's access to extra-curricular activities through the use of extensive provision and class inclusion maps. For example, those without a computer at home would be identified for ICT club.

### **3 Teaching and learning**

- 3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. At the start of each year aspirational targets are set for all pupils. We analyse the attainment of different groups of pupils termly to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. SLT and teachers use this information when planning their lessons and for interventions. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school. The SEND Leader plans evidence-based interventions for pupils who need support to 'close the gap' and for gifted and talented/high achieving pupils to make even more progress and achieve their full potential.
- 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. Individual education plans (IEPs) are implemented and targets set at a suitable level, including the use of P scales. 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.
- 3.3 Yavneh Primary School teachers provide quality first teaching to ensure all pupils make progress. We employ extra staff members who support vulnerable pupils, disadvantaged pupils, gifted and talented pupils, and SEND and disabled pupils.
- 3.4 Teachers are familiar with the equal opportunities legislation covering race, gender and disability.
- 3.5 Teachers ensure that all 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;

- 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.

### **3.6 The Curriculum**

The RSE programme at Yavneh Primary School will aim to ensure that pupils:

- Know about and understand a range of religions and worldviews
- Express ideas and insights about the nature, significance and impact of religions and importantly, other worldviews that are not religion-based
- Gain and deploy the skills needed to engage seriously with religions and worldviews

As part of their learning all pupils will learn about other faiths, as well as the Jewish faith, that make up contemporary British society.

All students will have access to the teaching of Jewish Studies and will follow the structure of the programme at Yavneh College where pupils study Jewish Law, Bible, Jewish History and Modern Hebrew, but Yavneh Primary School will deliver these in an age appropriate fashion. Teaching for *all* pupils will be underpinned by the principles of the Yavneh Way. Pupils of other faiths or non can choose to opt out of Jewish Studies and will be taught using The Hertfordshire Scheme of Work for Primary Religious Education and the Curricular Framework for Religious Education in England.

### **3.7 Collective Worship**

Collective Worship is an educational activity which contributes to the pupils' spiritual, moral, social and cultural development. It is a quality experience which encourages a sense of awe and wonder in pupils at the natural world and which helps them to reflect on those aspects of human life which raise questions of meaning and purpose.

An act of Collective Worship will be held daily in accordance with the law. This will be Jewish in content.

During assemblies which will be led by school staff, speakers and members of the community, the children will be encouraged to participate by reading poems, saying prayers, singing, performing drama, presenting work etc. fostering a sense of school community and belonging.

Collective Worship will reflect and reinforce our school ethos and will contribute towards the growth of the school as a community and towards the personal development of individual pupils. Parents who wish to withdraw their children from daily prayers, have a right to do so in which case the children will be provided with an opportunity for quiet reflection and thought with a member of staff

## **4 Children with disabilities**

4.1 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the

amended Disability Discrimination Acts that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. The Yavneh Primary School Equality Policy sets out how we put the DDA 2010 in to practice.

- 4.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning. Our external classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Our Accessibility Plan 2015 identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.
- 4.3 Teachers modify teaching and learning expectations as appropriate for children with disabilities. 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. We ensure disabled pupils are involved in school trips and write comprehensive individual risk assessments to support their safe inclusion.
- 4.4 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 in which 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 reflect their individual needs and abilities.

## **5 Disapplication and modification**

- 5.1 The school can, where necessary, modify or display the National Curriculum and its assessment arrangements. 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.
- 5.2 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/carers and the LA. 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.
- 5.3 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 the NAA guidelines, updated annually.

## **6 Inclusion and racism**

- 6.1 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 reported to the local governing body by the Headteacher. The school contacts parents or carers of those pupils involved in racist incidents.

## **7 Summary**

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

**This policy will be reviewed every one – two years or earlier if necessary.**

**Date: June 2016**

**Date of review: June 2018**