



# Pilgrims School

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## Inclusion Statement

September 2020

Next review date: September 2021



Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims and Pre School) and Pilgrims Main School.

Pilgrims is a non-selective, co-educational Pre-Preparatory School. We aim to create an environment in which everyone is valued as individual by providing equal access and opportunities in an environment that promotes curiosity, kindness, and respect. As an inclusive school we expect all parents and visitors to understand and support this inclusive ethos.

What does inclusion mean?

Inclusion is a universal human right. To feel included irrespective of race, gender, ability, medical or other needs.

### **We endeavour to:**

- Provide access for all pupils to a quality education which enriches and promotes a love of learning.
- Ensure all members of the school community, pupils, parents, staff and visitors, feel safe and included.
- Focus on individual progress as the main indicator of success.
- Value all members of the school community, meeting their emotional, physical, recreational and educational needs.
- Provide a school community that recognises and values difference and treats everyone equally with kindness and respect.

### **Aim:**

To respond to pupils' diverse learning needs by;

- Setting high expectations and achievement for all.
- Rigorous planning which meets the individual needs of the children so that all pupils can take part and benefit from the learning opportunities on offer (e.g. boys, girls, ethnic minorities, special educational needs and disabilities and able, gifted and talented).
- Ensuring a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- Working cooperatively and productively with the Local Authority and outside agencies to support children with SEND provision.
- Promoting children's self-esteem and emotional wellbeing through maintaining worthwhile relationships based on respect for themselves and others.
- Maintaining a strong link with parents and the wider community.
- Taking specific action to:
  - create an effective learning environment focusing on skills learned through the creative curriculum
  - secure motivation and concentration focusing on our values and using positive praise and reinforcement
  - provide equality of opportunity through teaching approaches
  - using appropriate assessment approaches
  - establish targets to enhance learning

### **Method:**

- Valuing the diverse nature of the school community and embracing all races, religions and cultures in the planning and delivery of our pupil's education.
- Plan using key skills from the National Curriculum, EYFS Guidance (Every Child Matters) and where necessary choose work from earlier or later key stages to enable individual pupils to make progress and show what they can achieve.
- We also ensure the curriculum is robust where greater depth and enrichment can be prioritised to enhance learning.
- We have due regard to the Special Educational Needs and Disability Code of Practice: 0-25 years (July 2014).
- As a school we have an obligation to make sure that individual children's needs are identified quickly and accurately, and appropriate support is available. For some children, this may mean making links with additional services or making 'reasonable' adjustments to the school and /or resources to enable them to learn effectively alongside their peers.
- We recognise those children who are 'able, gifted' or 'talented' and provide them with opportunities to extend their knowledge and interest in specific curriculum areas.
- We make provision for those children for whom English is an additional language and ensure that adequate resourcing is provided.
- We operate a safeguarding policy, an equal opportunities policy, anti-bullying policy and statement of racial harassment.
- We have ensured that our building provides full disabled access for both adults and children.
- We have a non-selective admissions policy. Only assessing pupils where there is a pre-identified special need.

**Responsibility:**

Inclusion is everyone's responsibility. The curriculum delivery is monitored by the Deputy Head and SEND and Pastoral Coordinator with support from the Designated Safeguarding Lead and other curriculum coordinators.