

Mayflower School



Inclusion Policy

Reviewed March 2022

Next update: March 2025

Our aim in relation to Mayflower's ethos

Mayflower Primary School is an inclusive school that aims to ensure all children, staff, parents/carers and governors feel that they belong, are engaged in school life, make good progress and work towards this shared understanding. This means that any barriers to learning that may affect this aim are lessened or removed so that all children, staff, parents/carers and governors have equal access to learning. We work with a range of professionals (please see the Inclusion co-ordinator for the school provision map) to ensure that pupils' specific needs are identified and addressed as early as possible. We also intend to model good inclusive practice (e.g. the make-up of our staff and governors) so that we are representative of the wider community.

Current profile of Mayflower Primary School

We are a one and a half form entry primary school with a nursery and approximately 400 children on roll. Almost all of our children come from minority ethnic backgrounds, the vast majority from Bangladesh. The staff and governors make up a wider representation of ethnic backgrounds and are representative of the wider community. We have a high percentage of children who speak English as an additional language but usually only have a small number of children who are new to speaking English. The percentage of children identified with special educational needs is approximately in line with national expectations, with a higher than average percentage of children with Education and Health Care (EHC) plans. Children who are vulnerable, subject to child protection plans, classified as 'children in need' and also those who are looked after are added or removed from the register of vulnerable children as necessary (please see the Inclusion co-ordinator for recent data). We are also now a more accessible three-storey school that allows access to the ground floor of the school building via the school office. We also have a lift that enables the first and second floors to be accessible.

Policy framework and development

This policy provides a framework for all other policies within school. It will include our policy for Special Educational Needs/Disability (SEND), the Single Equalities Scheme, and the school's Behaviour policy. The aims of our Inclusion policy will also be reflected in all other policies that impact on teaching and learning including our SEND school report which can be accessed via our school website.

This policy was originally developed in February 2009 after consultation to gain the views and opinions of the School Council, staff, parents/carers, governors and other various individuals and organisations (e.g. Lynne Roberts, the Advisory Teacher for Children with Disabilities). After further consultation it was updated in April 2012, October 2017 and subsequently in March 2020 and 2021. It is now being reviewed in March 2022. It will be amended when necessary under the guidance of the Senior Leadership Team and copies can be requested from school and accessed on the school's website:

<http://www.mayflower.towerhamlets.sch.uk>

Following the distribution of the Inclusion policy, it will be the INCO's responsibility to implement the policy who may seek support from the Senior Leadership Team.

Leadership and management

Our Inclusion policy outlines the responsibilities of children, staff and governors when implementing good inclusive practice. These include:

- All staff promoting race and gender equality, disability equality and diversity through teaching and through relations with children, staff, parents/carers and the wider community.
- All staff dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping.
- The nominated link governor who has the lead responsibility for inclusion and equalities issues.
- The Head teacher ensuring that all staff are aware of their responsibilities under the policy and are given appropriate support so that they can fulfil their responsibilities.
- Curriculum leaders revising their policies and action plans so that equality and diversity are part of their subject and that the needs of others are taken into account.
- Class teachers reflecting on their current practice and ensuring that the children in their class from all equality groups (including children who are more able, children new to English, looked after children, children with SEN and disabilities etc) have full access to the curriculum.
- The School Council becoming more aware of what makes good inclusive practice and then passing this information on to their classes through assemblies etc.

Reviewed by Governors March 2022

Chair of Governors: -----Date: -----