



St. John's Church of England VA Primary School
Finding the light in ourselves and each other
Inspired by the Gospel according to John (chapter 8, verse 12)

An aspirational school that encourages every child regardless of their background to 'soar on wings like eagles' in their learning and personal development (Isaiah 40:31)

Inclusion Policy

Approved By:	Quality of Education committee
Issued:	Autumn 2025
To Be Reviewed:	Autumn 2026

*A truly inclusive school that is built upon the values of
Hope - Joy - Love - Forgiveness - Faith - Goodness*



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School Context

St. John's Church of England VA Primary School (St John's) is an inclusive primary school regardless of faith, race, culture and ability. We welcome and celebrate diversity in all its forms, recognising all protected characteristics under the Equality Act 2010, including disability, race, religion or belief, sex, gender reassignment, sexual orientation, pregnancy and maternity, and marriage or civil partnership. We value teaching about diversity and difference in every sense and believe that this is intrinsic to developing the whole child. The school takes proactive, anticipatory steps to ensure that reasonable adjustments are made so that all pupils can access learning and wider school life.

Our School Vision

FINDING THE LIGHT IN OURSELVES AND EACH OTHER

Inspired by John 8:12 :When Jesus spoke again to the people, he said, "I am the light of the world. Whoever follows me will never walk in darkness but will have the light of life".

Our vision statement is linked to John 8:12, because at St. John's we want all of our children to have 'the light of life.' Furthermore, we want our children to know their special gifts and to be happy within themselves, as well as knowing the gifts of their classmates too. We can all get frustrated or upset with one another for different reasons, but compassion, empathy and understanding is really important and these attributes quite often get forgotten in society. Therefore, we need to find the light in everyone (including ourselves), whilst remembering that although we are all unique, we are all made in God's image.

Our School Ethos

- We want to nurture a school community where each child feels safe, respected, valued and known. A community in which each member supports one another on the journey of discovery and learning.
- We believe that children fulfil their potential in a stimulating, supportive and inclusive environment. We will encourage all of our children, whatever their ability, to be the best that they can be.
- We will foster the development of an enquiring attitude towards learning and encourage children to be reflective, resilient and responsible.
- The endeavours of all children are valued, and achievements are celebrated and shared.
- We will provide an inspiring Christian environment in which our values are evident in all aspects of the school and we promote spiritual and moral growth. We encourage all in our community to treat one another with kindness and consideration and support our neighbours near and far, valuing our strong links with Digswell Parish and others in our community.



School's Christian Values, British Values and Learning Powers

- **School's Christian values:** Love, Hope, Joy, Forgiveness, Faith and Goodness
- **British values:** Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance
- **Learning Powers:** Creativity, Curiosity, Collaboration, Confidence, Commitment and Communication

Our school values underpin the very character and nature of the school and like our Learning Powers, they are embedded within everything that we do. The school aims to value every child and to contribute to the Spiritual, Moral, Cultural, Mental and Physical well-being of our whole school community. We value the diversity of our community, and we aim to promote the health and safety of everyone.

Introduction

The school vision talks of valuing the individuality of all of our children; we want our children to know their special gifts and to be happy within themselves. 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, St. John's SEND Information Report, Equalities Information and Objectives Policy and Accessibility Plan.

Aims and objectives

St John's 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. We recognise that inclusion encompasses academic, social, emotional and mental health needs, and we are committed to early identification, collaborative planning with parents/carers and pupils, and evidence-based intervention.

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.



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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)

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?

Data

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 to access the online learning websites, can approach the school to ask for a loan laptop.

Teaching and learning

We aim to provide high-quality, adaptive teaching to meet the diverse needs of all learners. Teachers use the graduated approach (assess–plan–do–review) and work closely with the SENDCo, Deputy SENDCo and external specialists where required. Regular pupil progress meetings include analysis of attainment, engagement, attendance, behaviour and participation data by pupil group (SEND, disadvantaged, EAL, gender, etc.).

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, all class teachers, with the guidance of the senior leadership team (SLT), set aspirational targets 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



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from school. The SENDCo plans evidence-based interventions for pupils who need support to 'close the gap' and for high achieving pupils to make even more progress and achieve their full potential.

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. Learning plans (LPs) are implemented and targets set at a suitable level, including the use of the engagement model. 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.

St. John's teachers provide Quality First teaching to ensure all pupils make progress. All teaching assistants and the school's TA's help to support disadvantaged pupils, higher attaining pupils and SEND pupils.

All staff members work closely together to support pupils identified on the class provision maps and those with specific individual targets on Learning plans. They provide the Class Teacher, Inclusion Co and SLT with regular feedback on pupil progress as part of the 4-stage graduated response cycle which aims to understand an individual's needs to allow support to be put in place and ensure progress.

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;
- 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.

Children with disabilities

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 Equality Act 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 St. John's Equality information and objectives Policy sets out how we put the Equality Act 2010 into practice. We set aspirational objectives on our Equality Information and objectives policy to ensure equality for all.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. St. John's has ramps for access into areas of the school e.g. to the hall, to the Upper KS2 Classroom and main building.

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.



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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 pupils with disabilities are involved in school trips and write comprehensive individual risk assessments to support their safe inclusion.

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.

Disapplication and modification

The school can, where necessary, modify or disapply 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.

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.

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

- Education Act 2002 -This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Education Act 2002. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.
- Use of the NAA guidelines, updated annually. Inclusion and anti-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



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recorded and reported to the governing body by the Headteacher. The school contacts parents or carers of those pupils involved in racist incidents. See the Equality Information and Objectives Policy for more details.

Staff Training

All staff, including support staff and lead governor(s), receive regular training on inclusive practice, SEND, equality, unconscious bias, mental health and neurodiversity awareness. Training needs are reviewed annually.

Promoting Equality and Respect

The school promotes understanding of the protected characteristics through the curriculum and wider school life. Discriminatory language or behaviour (including racism, sexism, homophobia, biphobia, transphobia or ableism) is not tolerated. Incidents are logged, investigated and reported to governors as part of our equality monitoring.

Monitoring and Evaluation

Inclusion outcomes are reviewed termly by SLT and the named Inclusion Governor. Data on attainment, attendance, exclusions and enrichment participation are analysed to ensure equity of opportunity. Findings inform school improvement planning.

Summary

St John's continues to value every pupil as a unique individual. Through our Christian ethos and inclusive practice, we aim to ensure that every pupil – regardless of background, identity or ability – can 'soar on wings like eagles' (Isaiah 40:31).

Governors

We have a named governor for inclusion. They meet regularly with the Inclusion Lead to discuss inclusion strategy and the progress of identified groups.

Monitoring and review

10.1 This policy is monitored by the governing body and will be reviewed every year.



Inclusion Policy Document Control

24 th November 2025	Approved	Annual review – minor changes to bring in line with guidance - approved at QofE
9th December 2024	Approved	Quality of Education Committee
9th December 2024	Created	Rachel de la Croix