



R A Butler Academy

Inclusion Policy

September 2025

Headteacher's signature	<i>Signed copy on file in HT office</i>
Chair of Governors' signature	<i>Signed copy on file in HT office</i>

R A Butler Academy Schools

Date of policy: September 2025

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Our School's vision and values

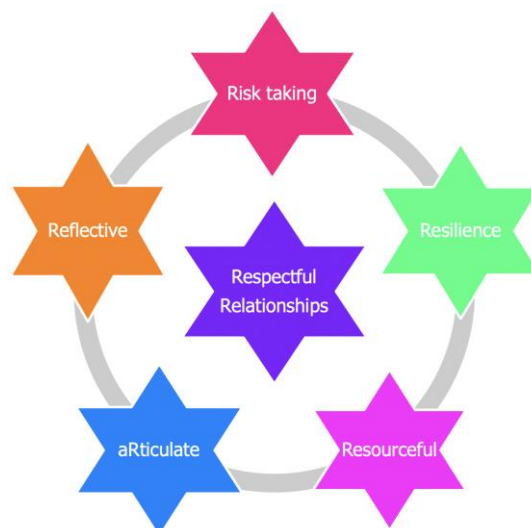
We celebrate the fact that we are a large school, which enables us to offer extensive opportunities – academically, pastorally and socially – in a family environment where everyone is valued as an individual.

Our overarching vision is for R A Butler Academy to be a place of nurturing, dynamic learning where high academic achievement and emotional well-being are equally valued and celebrated. Through positive partnerships between family, community and school, we will develop confident, respectful children who are motivated to take the next steps in their educational journey and life's adventures, making positive contributions to the world.

We will achieve this by providing a safe and secure learning environment where children are known as individuals. Our rich, engaging curriculum, based on high quality texts and inspiring learning experiences, give planned opportunities for children to participate in academic, sporting, arts, music, environmental and pastoral activities which are designed to develop the whole child. We expect our Year 6 children to be leaders of the school and show great independence and they all have roles to ensure they have the opportunity to practice these essential life skills

Our dedicated staff are passionate about creating stimulating learning environments to ensure that the children at RAB get the best start in life. We look outwards and learn from others to ensure we are providing an educational experience of excellence.

Our ethos and aims are based on our school values – the 6Rs. These values underpin everything we do as a school. As a Unicef Rights Respecting School, RESPECTFUL RELATIONSHIPS, is the value central to life at RAB.



1 Introduction

This policy should be read in conjunction with the SEND policy, Accessibility Plan, Equality Information and objectives and Supporting pupils with medical needs.

2 Aims and objectives

2.1 R A Butler Academy 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 who are or potentially could be 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;
- transgender 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 analyse in our termly Pupil Progress Meetings, gathered by 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 easy access to a computer at home would be identified for ICT club.

3 Teaching and learning style

3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. 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 on-going assessments of each child's progress. 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 lessons, perhaps after significant amounts of time spent away from school. The Inclusion team 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. 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 R A Butler Academy teachers provide quality first wave teaching to ensure all pupils make progress. We employ extra staff members who support those children who need it. These staff members include our Learning Mentor, Assistant SENCO, Learning Support Assistants and Teaching Assistants, many who are trained in different specialist areas e.g Attention Autism, Makaton etc. These staff members work with pupils identified at Pupil Progress Reviews and they provide the Deputy Head for Inclusion with regular feedback on pupil progress.

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.

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 to non-disabled children.

4.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning. 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.

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 children with disabilities:

- 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 Transgender children

5.1 At R A Butler we are committed to supporting the process of gender transition in school. This is always done in complete collaboration with parents / carers. It should not be viewed as a problem to be solved. We fully recognise and support that any transition process can be a long and complex journey that may not result in a final transition whilst they are at primary school.

5.2 The 2010 Equality Act identifies gender reassignment as a protected characteristic. We are clear about our responsibility to support trans children's right to live in their preferred gender.

5.3 School will consider the following during the transition process:

- Toilets – If toilets are gendered, children should be able to choose which one they use. It is recognised that some children may feel uncomfortable making a choice of which toilet to use that has a gendered label. If this is the case a separate non-gendered toilet should be offered. It is usual for children who have transitioned to use the toilet of the gender they assign themselves to and the law protects this right.
- Changing for PE – Children should be able to choose where they change if changing is split on gender. (Younger children usually change together anyway so this often doesn't cause an issue.) If they are uncomfortable assigning a gender for changing, then a separate space should be offered.
- Confidentiality – All staff need to understand that information on a child being trans is classed as medical information. Schools may find that others feel they are able to initiate discussions, offer their opinion or ask probing questions about a child transitioning. Schools should talk generally about the 2010 equality act and that gender identity is a protected characteristic but not talk about specific children.

5.4 Things to have considered during a transition process:

- Broadening Equality - Whole school assembly to broaden children's understanding of equality (check if the child transitioning wants to be in for this.)
- Legal Names on Computerised Records - Parents/carers should be advised to consider changing their child's name by deed poll and provide the paperwork to the school office to change the legal name. Without this legal change, the original name will keep coming up on registers and may need to be used in some statutory tests. (ie KS2 SATs)
- Recorded Gender on Computerised Records - The school office should change the child's gender on SIMS following a parental/carer request. No legal document is needed according to the latest census guidance from the DfE. If left unchanged, the original gender will keep pulling through on reports.

5.5 If a final decision is made around a change of gender

- Class teacher talks to the class explaining the change of name and gender. The transitioning child should be asked if they want to be in or not for this.
- Pupils/adults respect child's chosen gender identity, name and pronoun. Trans children will understand the difference between a genuine mistake and something deliberate in relation to names and pronouns.

5.6 At R A Butler we seek to challenge gender stereotypes and limit the ways in which children are treated differently based on gender. For example, questions we continually ask are:

- *Do we use boy/girl colours?*
- *Do children line up or sit in class by gender?*
- *Are any sports clubs separated on gender? How about sports days?*
- *Do third party online learning resources ask for gender information? Why? How is it used?*
- *Are children encouraged to use dressing up and role play areas in a non-gender specific way?*
- *Do books read in class promote equality, celebrate diversity and challenge stereotype?*

6 Disapplication and modification

6.1 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.

6.2 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 Local 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.

6.3 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.

7 Inclusion and racism

7.1 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 governing body by the Headteacher. The school contacts parents or carers of those pupils involved in racist incidents.

8 Summary

8.1 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.

9 Governors

9.1 The governor for Inclusion meets regularly with the Inclusion Deputy headteacher to discuss inclusion strategy and the progress of identified groups.

10 Monitoring and review

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