



## Great Dunmow School INCLUSION POLICY

### Legal Status:

- Complies with Part 6, paragraph 24 (3)(b) of The Education (Independent School Standards) (England) (Amendment) Regulations.
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEN) and disabilities.
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001

### Applies to:

- Whole School

### Related documents:

- Special Educational Needs and Disability Policy (SEND)
- Single Equalities Policy
- Inclusion Policy
- Curriculum Policy
- Assessment Policy
- Gifted and Talented
- English as an Additional Language Policy

### Availability

This policy is made available to parents, staff and pupils in the following ways: via the School website, and on request a copy may be obtained from the School Office.

### Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Executive Headteacher.
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: September 2025

*CaGibbs*

Carrie-Ann Gibbs  
Headteacher



Andrew Sutherland  
Representative, Proprietor - Cambian Group

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## Introduction

The mission statement of our school talks of valuing the individuality of all of our pupils. We are committed to giving all of our pupils 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 pupils. The achievements, attitudes and well-being of all our pupils matter. This policy helps to ensure that this school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

## Pupil Profile

Our school provides for those with emotional and social difficulties (ESD), as well as other needs or diagnoses, including mental health, ADHD, ADD, and other difficulties. Most of our children are referred to us and funded through the local authorities. Our age range may vary depending on specific cases; however most of our pupils will range between 5-18 years of age. Some of our children will have a Statement of Special Educational Needs or an Education Health Care Plan. Others may be undergoing assessment.

## Aims and objectives

Our school aims to be an 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 pupils. We make this a reality through the attention we pay to the different groups of pupils within our school:

- girls and boys, ethnic and faith groups;
- pupils who need support to learn English as an additional language;
- pupils with special educational needs, gifted and talented pupils;
- pupils who are at risk of disaffection or exclusion;

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We meet these needs through:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our pupils achieve their best?
- Are there differences in the achievement of different groups of pupils?
- What are we doing for those pupils 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?

## Teaching and learning style

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each pupil's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their pupils. For some pupils, we use the programmes of study from earlier key stages. This enables some of our pupils to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

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When the attainment of a pupil falls significantly below the expected level, teachers enable the pupil to succeed by planning work that is in line with that pupil's individual needs. Where the attainment of a pupil significantly exceeds the expected level of attainment, teachers use more advanced or complex materials, or extend the breadth of work within the area or areas for which the pupil shows particular aptitude. Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability ensuring the pupils:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely, in clothing that is appropriate to their religious beliefs;
- 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;
- are encouraged to participate fully, regardless of disabilities or medical needs.

### **Pupils with disabilities**

Some pupils in our school may have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these pupils full access to all areas of learning. Teachers modify teaching and learning as appropriate for these pupils. For example, they may give additional time to pupils with disabilities to complete certain activities. In their planning teachers ensure that they give pupils with disabilities the opportunity to develop skills in practical aspects of the curriculum. Teachers ensure that the work for these pupils:

- 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 where pupils 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 pupils to learn about sound in science and music, and visually-impaired pupils to learn about light in science, and 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 pupils, without recourse to disapplication or modification. We achieve this through greater differentiation of the pupil'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 agencies to support the pupil. 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 and the Headmaster. 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:

- an Education Health Care (EHC) Plan;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

### **Racism and inclusion**

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,

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regardless of ethnic or social background. All racist incidents are now recorded and reported to the Head Teacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

**Summary**

In our school the teaching and learning, achievements, attitudes and well-being of every pupil are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our pupils into account when planning for learning.

This Policy will be reviewed annually.

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