

INCLUSION POLICY

Rationale:

The mission statement of our school speaks of valuing the uniqueness of all of our children. We are committed to giving all of our children every opportunity to achieve the highest 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. We believe in promoting the individuality of our children regardless of disability, gender or background. In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

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 children. We make this a reality through the attention we pay to the different groups of children within our school:

- ◆ girls and boys
- ◆ minority ethnic and faith groups
- ◆ children who need support to learn English as an additional language
- ◆ children with special educational needs
- ◆ gifted and talented children
- ◆ children who are at risk of disaffection or exclusion
- ◆ travellers and asylum seekers

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
- ◆ providing other curricular opportunities outside the National Curriculum to meet the needs of individuals of groups of children. (This includes speech and language therapy and mobility training.)

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?

Teaching staff ensure that the work for our 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, visual aids
- ◆ is adapted or offers alternative activities in those subjects where 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 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

In response to the Disability Act 2001, the governing body has reviewed how the school can be made more accessible for disabled children and is continually developing accessibility.

Both Infant and Junior buildings now have ramped access. There are 2 disabled toilets in the Junior building. Library and ICT Suite are both located on the ground floor of the Junior building.

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 agencies 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 and the Local Authority. 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:

- ◆ 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/EHC Plan.
- ◆ Section 365 of the Education Act 1996. This allows the temporary modification of disapplication of the National Curriculum, or elements of it.

Teaching and Learning Style

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 to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of their children. For some children, we use the programmes of study from earlier key stages. This enables all of our children to make progress in their own lessons.

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.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Teachers ensure 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
- ◆ are encouraged to participate fully, regardless of disabilities or medical needs

Children with Disabilities

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Racism and Inclusion

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 now recorded and reported to the governing body by the headteacher. The school contacts parents of those pupils involved in racist incidents. An annual report is sent to the LA regarding racist incidents, including nil returns.

Monitoring and Evaluation:

The effectiveness of this policy will be monitored by the SLT from feedback from staff, children and parents including:

- ◆ complaints
- ◆ positive comments relating to the procedures and the achievement and happiness of the children.

Initial date of policy: September 2002
Policy last reviewed: July 2018

It is the intention to review this policy annually.