



Inclusion Policy_2020-21

GUIDING PRINCIPLE

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning.

INTRODUCTION

The mission statement of our school values the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

AIMS AND OBJECTIVES

Our school aims to be an inclusive school. 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
- any children 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 children. We do this 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 or 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 as much as they can?
- 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?

TEACHING AND LEARNING STYLE

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. 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, teachers 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 strive to ensure that 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
- 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
- have a voice through the School Council, Eco Council, PHSE lessons, assembly and Circle Time activities

The school has a Leader for Pastoral Development (Mrs Jayne Walton) who supports children throughout the school. Pastoral support could be of an emotional, social, attendance, physical, medical, behavioural or academic nature. The Leader for Pastoral Development works closely with the Head Teacher, Deputy Head, SENDCo and other senior leaders to monitor vulnerable pupils (as identified through the school's own identification system). The team meets regularly to identify, plan and support these children. The team also liaises with outside agencies for advice and support for pupils and their families. The Leader for Pastoral Development works closely with parents to foster strong home-school links.

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 children full access to all areas of learning, within the limits of the school's resources. The ground floor of the building offers disabled pupils access to all areas. All our classroom entrances are wide enough for wheelchair access and all points of entry into our school allow wheelchair access. There is a medical/care room with a disabled toilet. The car park has designated disabled parking spaces. We liaise with the authority's Medical and Physical support team to ensure we are meeting the children's needs.

Teachers modify teaching and learning as appropriate for all children.

Teachers ensure that the work for 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 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 with risk assessments done for individuals and incorporated onto the visit risk assessment
- includes approaches that allow visual and/or hearing-impaired children to access the curriculum
- uses assessment techniques that reflect their individual needs and abilities
- includes risk assessments and care plans to support individual needs
- includes positive images of disabled people in visual displays and resources

DISAPPLICATION AND MODIFICATION

The school can, where necessary, modify or dis-apply 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 Education 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.

Working with Parents and Carers

We recognize that there will be a number of disabled parents/carers of children within the school community and we work to try to ensure that they are fully included in parent/carer activities. Consideration is also given to the location of meetings with parents/carers to ensure full access.

Summary

In our school the teaching and learning, achievements, attitudes, culture, beliefs 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.

This policy was written in November 2010, reviewed and redrafted by staff and Governors in March 2011.

Reviewed September 2015 by S. Isaacs (SENDCo) , HT, SLT, Parents and Governors

Reviewed September 2016 by S. Isaacs (SENDCo), HT, SLT, Parents and Governors

Reviewed September 2017 by S. Isaacs (SENDCo), HT, SLT, Parents and Governors

Reviewed September 2018 by S. Isaacs (SENDCo), HT, SLT, Parents and Governors

Reviewed September 2019 by S. Isaacs (SENDCo), Acting HT, SLT, Parents and Governors

Reviewed September 2020 by S. Isaacs (SENDCo), HT, SLT, SEND Team, Parents and Governors

The policy will be reviewed again in September 2021.