



Inclusion Policy

Introduction

(To be read in conjunction with the following school policies: Safeguarding, Equality and PSED, Anti-Bullying, Special Educational Needs and Disability and, Behaviour Policy.)

Aims and objectives

The aims of our school are to value the individuality of all of our children. 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, religion, attainment, age, disability, gender, gender identity, sexual orientation or background. The 'No Outsiders' work, carried out in school, forms a strong part of the school's ethos, which in turn is supported by the school governors. The work teaches pupils the importance of diversity and inclusion.

Our school aims to be an inclusive school. Ofsted 2019 recognised Stocksfield Avenue as a happy, caring and 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:

- gender
- 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 exclusion;
- travellers and asylum seekers.
- children with disabilities

The EYFS framework and 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 or groups of children. (This includes speech and language therapy, Education Psychologist support).

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 and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. On a termly basis we analyse the attainment of different groups of children to ensure that all pupils are achieving their potential. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons and for setting up target and intervention groups. It enables them to take into account the abilities of all 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 of attainment, teachers use materials from a higher 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.

Children with disabilities

We are committed to meeting the needs of children with disabilities, 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 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

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.

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 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 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 agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Racism and Inclusion

The diversity of our society is addressed through our schemes of work, which reflect the programs 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 the school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Equality and PSED policy..

Inclusion Manager

Our Inclusion Manager oversees the schools' SEND provision. Termly progress meetings take place to discuss the progress of children in the class, in particular those children who are not making appropriate progress. Intervention groups are flexible and can be changed at any time, where it is felt appropriate.

Summary

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.

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Next review due September 2020

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