



# West Walker Primary School

## Inclusion Policy

### Introduction

At West Walker Primary School we value the individuality of all the children in our care. 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, attainment, age, disability, gender or background.

### Aims and Objectives

Our school aims to be an inclusive school. We actively seek to remove 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 who may be represented 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 education needs;
- Able, gifted and talented children;
- Children who are at risk of disaffection or exclusion;
- Travellers;
- Asylum seekers;

We plan and deliver a curriculum that meets specific needs of individual 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 to meet the needs of individuals or groups of children.  
(This includes speech therapy, mobility training and life skills.)

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 achievement of different groups of children?
- What are we doing for those children who we know are not achieving?
- 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. 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 all their children. For some children, we use the programmes of study from earlier key stages. This enable some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

When the attainment of a child falls significantly below the expected levels, 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 equal opportunities legislation covering race, gender and disability.

Teachers ensure that all children:

Feel secure and know that their contributions are valued;  
Are appreciated 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;  
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.

### **Children with Disabilities**

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 meet the requirements of the amended Disability Discrimination Act that came into effect in September 2002.

All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classrooms entrances are wide enough for wheelchair access, and the designated points of entry for the school also allow wheelchair access.

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 design technology;
- Use assessment techniques that reflect their individual needs and abilities.

### **Admissions**

The school will ensure that all children with SEND are given appropriate support when transitioning into the school. If the child is joining from another setting a review meeting will be arranged either at West Walker or within the existing setting to ensure that West Walker understands each child's needs and current support systems. Where possible, West Walker will try to replicate support systems that have been successful for a child in a previous setting. If a child's needs would be best met through a phased entry then this can also be arranged. The school will request SEND documentation from the previous setting and also, if required, CPOMS information. Any entry plan will be discussed and agreed with parents prior to the child starting at West Walker.

### **Dis-application 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 dis-application. 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.

In exceptional circumstances we may decide that dis-application is the correct procedure to follow. We would only do this after consultation with parents and the Local Authority. The school's governor with responsibility for SEND would also be involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resource before considering such action.

Should we go ahead with modification of dis-application, we would do so through:

- Section 364 of the Education Act (1996). This allows modification or dis-application 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 dis-application of the National Curriculum, or elements or it.

### **Inclusion and Racism**

The diversity of our society is addressed through our schemes of work. 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 if necessary reported to the governing body and the LA by the Head Teacher. The school contacts parents of those pupils involved in racist incidents.

### **Summary**

In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

### **Monitoring and Review**

This policy is monitored by the SENCo and was reviewed in September 2018. The next review will take place in September 2019.