

Salway Ash CE VA Primary

Inclusion Policy

1 Introduction

- 1.1 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 race, ethnicity, attainment, age, disability, gender or background.

2 Aims and objectives

- 2.1 Our school aims to be a rights respecting 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 that we pay to the different groups of children who may be within our school community and how this is presented:

- Girls and boys
- Children with special educational needs
- Children with medical needs
- Children with physical disabilities
- Gifted and talented children
- Children for whom English is an additional language (EAL)
- Minority ethnic and faith groups
- Travellers, asylum seekers and refugees
- Children 'looked after' by the local authority (fostered or in care)
- Children whose families are being monitored and supported by the Social Services
- Other children, such as sick children, young carers and those from families under stress
- Children who are at risk of disaffection or exclusion
- Children who have moved house/school frequently
- Reflecting diversity through subject content, resources and environment e.g. displays
- Practising a good 'Rights and Responsibilities' approach throughout the school

- 2.2 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:

- quality first teaching including differentiation, within the classroom or other whole class learning environment
- providing suitable learning targets and challenges to promote progress
- responding to children's diverse learning needs
- using a range of teaching techniques to accommodate different learning styles/needs
- overcoming potential barriers to learning for all pupils
- ensuring specialist advice is sought to meet the needs of individuals or groups of children, such as speech and language therapy

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

- Are all our children achieving their best?

- What differences are evident in the achievement of various groups of children?
- Have we provided effective interventions for those children who may be underperforming?

- Are we successful in promoting racial harmony and the integration of minority groups, thereby preparing pupils to live in a diverse society?

3 Teaching and learning

- 3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. Through pupil tracker we analyse the attainment of different groups of pupils to ensure that all children are reaching their potential. We also make ongoing assessments of each child's progress. This enables teachers to plan from where the children are in their learning, taking into account the abilities of all children and differentiating work accordingly. A child's particular learning style may also be taken into account, sometimes using advice from support services.
- 3.2 When the attainment of a child falls significantly below or above the expected standard for their Year group, teachers help the child to succeed by planning work that is in line with that child's individual needs, and providing appropriate support. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials that extend the depth of understanding within the area for which the child shows particular aptitude.
- 3.3 Teachers are familiar with the equal opportunities legislation covering race, ethnicity, gender and disability.
- 3.4.1 Teachers ensure that all children are familiar with their rights and responsibilities, and so
- 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 ways 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
 - participate fully, regardless of disabilities or medical needs

4 Children with disabilities

- 4.1 Some children in our school may have disabilities or medical needs. 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 meets 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 with non-disabled children.
- 4.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Our Accessibility Plan identifies how disabled pupils can take advantage of all that our school has to offer.
- 4.3 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.

4.4 Teachers ensure that the work undertaken by children with a disability:

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed in written/oral work, or when using specialist equipment e.g. vision aids
- is adapted or offers alternative activities in those subjects in which 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
- implement assessment techniques that suit individual needs and abilities

5 Disapplication and modification

5.1 The school can, where necessary, modify 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 specialists to support the child.

5.2 In exceptional circumstances, we may decide that modification, disapplication or rarely 'back-yearing' is the correct procedure to follow. We would only do this after detailed consultation with parents and the LA. The school's governor with responsibility for special educational needs 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 resources before considering such action.

5.3 Should we need to 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
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it

6 Inclusion and racism

6.1 The school is aware of 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 in the National Curriculum. Teachers are should adapt their planning and challenge pupils views if necessary. As a school we believe we should also challenge the views of families with racist attitudes, when necessary.

Our definition of racism: "A racist incident is any incident which is perceived to be racist by the victim or any other person"

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. Further details are to be found in the school's Racial Equality Policy.

7 Summary

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

8 Monitoring and review

- 8.1 This policy is monitored by the governing body, and will be reviewed every two years, or earlier if necessary.

Updated September 2017

(Next review due September 2019)