

Grindleford Primary School

Inclusion Policy

1 Introduction

This policy is linked closely to the policy relating to gifted and talented children, the race equality and cultural diversity policy, the special educational needs policy, the English as an additional language policy, the policy relating to children 'looked after' by the local authority, the behaviour policy, the anti-bullying statement, the curriculum policy, the equal opportunities policy, the teaching and learning policy and the assessment for learning policy – these must all be read and applied in conjunction with each other.

1.1 The mission statement of our school talks of valuing 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 and we recognise the important contribution our school can make in helping all our children achieve within the five 'Every Child Matters' outcomes – being healthy, staying safe, enjoying and achieving, making a positive contribution to society and achieving economic well-being. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

2 Aims and objectives

2.1 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;
- Children looked after by the local authority.

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:

- 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 etc.)

2.3 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?

2.4 Our school aims to include all of our children in physical activity through differentiated curriculum and strategies as detailed in our Physical Activity Policy, and aim to allow all children equal access to the school facilities available, apart from specialist equipment.

3 Teaching and learning style

3.1 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 enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

3.2 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 to help extend the breadth of work within the area or areas for which the child shows particular aptitude.

3.3 Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability and with government guidance relating to children with additional support needs.

3.4 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;
- 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.

4 Children with disabilities

- 4.1** 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 wherever possible taking into consideration the age and character of the school.
- 4.2** 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.
- 4.3** Teachers ensure that the work for these 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;
 - uses assessment techniques that reflect their individual needs and abilities.
- 4.4** In response to the Disability Act 2001, the governing body, with support from the LA, reviews how the school can be made more accessible for children with disabilities, on an ongoing basis, through an annually updated accessibility plan. This includes consideration of how accessible and user-friendly play spaces throughout the school are for all of our pupils.

5 Disapplication and modification

- 5.1** 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.
- 5.2** 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. 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.
- 5.3** 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;

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

6 Racism and inclusion

6.1 The school has implemented the recommendations of *The Stephen Lawrence Inquiry: MacPherson Report (1999)* and recognises its duties under the Race Relations (Amendment) Act 2000. The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. In order to maintain an environment where all pupils are able to contribute fully and feel valued, our teaching takes account of pupil's cultural backgrounds, language needs and different learning styles. Different cultural traditions are valued and made meaningful to pupils and teachers will give pupils an understanding of the need to recognise prejudice and reject racial discrimination. Teachers offer appropriate challenges to all pupils, regardless of ethnic or social background and all racist incidents are recorded and reported to the local authority by the headteacher. Further details are to be found in the school's Racial Equality and Cultural Diversity Policy.

7 Children 'looked after' by the local authority

7.1 We recognise and actively support the local authority's duty under the Children Act 2004 to promote the educational achievement of 'looked after' children. We recognise that 'looked after' children may require greater support and more formal planning processes than their peers to ensure they are able to achieve their educational and social potential – this support is offered sensitively and with due regard for confidentiality. Further details can be found in the schools policy relating to children 'looked after' by the local authority.

8 Summary

8.1 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.

Agreed and approved 15/11/16

To be reviewed 14/11/19