



Grindleford Primary School

Inclusion Policy

1 Introduction

The school inclusion policy is a contemporary policy which outlines the school's vision and aims. It makes clear the importance of leadership, culture, policy and practice. The inclusion policy is linked to other policies in school such as curriculum policies, SEND, equal opportunities, health and safety, behaviour, anti-bullying, child protection, admissions and exclusions.

- 1.1 We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life. 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;
- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- children who need support to learn English as an additional language;
- Pupils who have Special Educational Needs;
- gifted and talented children;
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress;
- Pupils who are Looked After children
- Children with emotional and behavioural difficulties

- 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:

- Designing a curriculum to promote a full range of learning, thinking and life skills;
- Providing a broad, balanced and relevant curriculum;
- Using flexible and responsive teaching and learning styles;
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society;
- Developing a close partnership with the whole community, particularly parents.

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 potential?
- are our actions effective?
- are all our pupils happy to in school?

2.4 Our school aims to include all of our children in physical activity through differentiated curriculum and strategies 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 abilities and differentiate the learning to individuals.

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 Equality Act 2010, 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.

6 Summary

- 6.1** 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 28/2/23

To be reviewed Spring 2025