



DENBY
C.E.(VA) FIRST
SCHOOL

where
your child
matters ...



Inclusion Policy



DENBY
C.E.(VA) FIRST
SCHOOL

Our Vision ...

From our place at the heart of the community, we offer our children a safe environment in which they have the best opportunities to achieve excellence and grow in knowledge and faith.

OUR AIMS

To provide each child with opportunities where they are challenged to achieve their full potential, build confidence and independence to shape their own future

To hold the Christian ethos of care and concern for one another at the core of life and learning at Denby

To recognise that each child is a unique individual, possessing talents, abilities, goals and dreams

To ensure that our children feel safe and happy in an exciting, nurturing and challenging environment

To foster strong relationships between the school, home and the wider community

Everyone matters at Denby

The mission statement of our school talks of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

Aims and objectives

Our school aims to be an inclusive school. 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 with special educational needs;
- gifted and talented children;
- any children who are at risk of disaffection or exclusion.

At Denby CE (A) First School we aim to:

- To include all pupils in school life;
- To continue to raise staff awareness of inclusion by ongoing staff development ;
- To maximise the learning potential of all pupils and raise educational attainment for all;
- To promote the personal, social, moral and cultural development of all children;
- To recognise and celebrate the progress and achievements that all members of the community make;
- To develop inclusive practices throughout the school's community and so to promote equality of access and opportunity for all learners;
- To ensure that resources for SEN are closely matched to needs;
- To work together with all partners in the education of our children;
- To seek to continuously monitor and evaluate the success of our policy and practice.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this 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.

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

- Do all our children achieve as much as they can?
- 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?

Teaching and learning styles

(See also the school policies on gifted and talented children, special educational needs and equal opportunities)

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. Where 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. For some children, we use the programmes of study from earlier key stages. This enables all of our children to make progress in their learning and understanding. 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.

All teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. They ensure that 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;
- 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.

Children with Special Educational Needs

Our aims at Denby are:

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN at **School Action** or **School Action Plus**.

- To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision

The school's SEN coordinator is the headteacher. The SENCO will meet with each class teacher at least twice a year to discuss additional needs concerns and to review IEPs. Where necessary, reviews will be held more frequently than twice a year for some children. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation and varied teaching styles. The SENCO monitors planning and the quality and effectiveness of provision for pupils with SEN through classroom observation. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Children with disabilities

We recognise that children with disabilities may need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. Many areas of the school permit wheelchair access and the designated points of entry for our school also allow wheelchair access. Our Access Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers are willing to modify their teaching and learning experiences to allow children with disabilities access to the curriculum and school life. 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 specific needs the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for 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.

Summary

We value each child as a unique individual. We strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion. At Denby CE (A) First School the teaching and learning, achievements, attitudes and well-being of every child are important.