

INCLUSION POLICY

1. Introduction

- ∇ The aims of our school talk of valuing the individuality of all our children. We are committed to giving all children every opportunity to achieve the highest standards. This policy helps to ensure that this happens for every child in our school, regardless of their age, gender, ethnicity, attainment, disability or background.

2. Aims and Objectives

- ∇ Our school aims to be an inclusive school. This means that equality of opportunity is a reality for the 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;
 - ∇ any children who are at risk of disaffection or exclusion;
 - ∇ children with medical needs.
- ∇ 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. (This includes speech and language therapy and mobility training)
- ∇ 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?

3. Learning and Teaching Style

(See also the school policies on Learning and Teaching, More Able Children, Special Educational Needs, Equal Opportunities, English as an additional language and Gender Equality)

- 3.1 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 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 the child's individual needs. Learning Support Assistants are employed to support these children too, often by providing intervention groups allowing children to learn in smaller groups at a slower pace.

When a child has social communication difficulties, small intervention groups are provided to encourage friendships, conversation and to promote emotional well being.

- 3.3 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.

- 3.4 Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

- 3.5 All our staff ensure that the 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. All our classroom entrances in the main and new buildings are wide enough for wheelchair access and there are designated points of entry to the school, which also allows wheelchair access.

- 4.2 Teachers will 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 will ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

- 4.3 Teachers will 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;
- ∇ includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
- ∇ uses assessment techniques that reflect their individual needs and abilities.

4.4 The school's Accessibility Plan is an on-going development plan, which shows areas of the school which need modification for disabled persons.

5. **The Role of the Governing Body**

The governing body does its best to secure the necessary provision for any pupil identified as having SEN. The governors ensure that all teachers are aware of the importance of providing for these children.

Ensuring that the school complies with the Race Relations and Disability and SEN related legislation including the general and specific duties.

Ensuring that policies and related procedures and strategies are implemented.

6. **Summary**

In our school the teaching and learning, achievements, attitudes and well being of every child are of paramount importance. We therefore follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

Reviewed October 2016

Woodland Grange Primary School

Inclusion Policy

(Reviewed June 2010)