

INTAKE PRIMARY SCHOOL



Inclusion Policy

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Written by Curriculum Team 3

Introduction

At Intake Primary School we value the individuality of our children and provide them with every opportunity to meet their own personal goals and targets – leading to the highest possible level of attainment for each child. We do this by taking into account our pupils' varied life experiences and needs. We offer a broad, balanced and continually evolving 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 ethnicity, attainment, age, disability, gender or background.

Aims

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
- All ethnic and faith groups
- Looked after children
- Children who need support to learn English as an additional language
- Children with special educational needs
- Children with a disability
- Children working at higher levels
- Transgender children
- Others such as those who have long term illness, those who are in families under stress
- Children who generate Pupil Premium Grant
- Any children who are at risk of disaffection or exclusion.
- Travellers and asylum seekers
- Refugees

At Intake we aim to:

- actively seek to identify and address the barriers to learning that can hinder or exclude any pupil
- meet the needs of all children, in a positive and pro-active way
- strive to maintain an inclusive ethos for all objectives in planning and teaching the National Curriculum and the Early Years Foundation Stage Curriculum

We recognise our responsibility to:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils
- Providing other curricular opportunities outside the general 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 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?

Teaching & Learning

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. 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 extend the breadth of work within the areas for which the child shows particular aptitude. Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

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.

Children with Disabilities

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 are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. 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.

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.

Systems for Early Identification of Barriers to Learning and Participation

Our Special Needs and Disabilities Policy, provides a clear framework for identifying, assessing and meeting pupils' special educational needs. Children identified through observation and assessment, as achieving highly in a particular area, will be provided for with appropriate challenges.

Working in Partnership with Others

We aim to involve all children in discussions about their learning or behaviour at a level that reflects their evolving maturity. We actively seek to work with parents/carers, governors and outside agencies and value the contributions that they make.

Training

In order to maintain and develop our inclusive ethos for all, we recognise the need to train all staff, including support staff, appropriately. Teaching Assistants have their own separate regular training sessions and are also invited to join the whole staff for appropriate training sessions. Lunchtime supervisors have regular meetings with the Headteacher to discuss the needs of the school and children as well as additional training as appropriate.

Disapplication & Modification

The school can, where necessary, modify or disapply the main 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 resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child. 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 record this on the NCA Tools database. The school 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.

Racism & Inclusion

The diversity of our society is addressed through our curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the Governing Body by the Headteacher. The school contacts parents of those pupils involved in racist incidents.

Conclusion

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.

Monitoring and Review

This policy will be monitored and reviewed regularly by staff and governors will be notified. All members of staff and governors will receive a copy of this policy and it will be available to parents on request and will be posted on our website.

