



Inclusion Policy

Date: March 2018

Review: March 2019

Introduction

The Equality Act 2010 and National Curriculum 2014 place a statutory duty on schools to promote inclusion.

We are committed to doing this by giving all of our children every opportunity to achieve the highest standards. We do this by taking account of pupils' 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. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

This policy should be read in conjunction with other relevant school policies:

- SEND
- Behaviour
- Anti-bullying
- Looked After Children
- Supporting Pupils with Medication
- Equal Opportunities
- Curriculum
- Equality
- Teaching and Learning

Aims and objectives

We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that we need to ensure quality of opportunity for all of our children. We do this through the attention that we pay to the different groups of children within our school:

- girls and boys;
- disadvantaged pupils (Free School Meals and Ever6) ;
- children with special educational needs;
- children with disabilities or medical needs;
- children who are looked after or in the care of social services;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- gifted and talented children;

- children who are at risk of disaffection or exclusion such as travellers or asylum seekers.

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 opportunities outside the National Curriculum to meet the needs of individuals or groups of children - such as speech and language therapy;

We achieve educational inclusion by continually reviewing what we do and by reflecting on these 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?
- are we preparing pupils to live in a diverse society?

The information we gather through formal and informal assessments, observations, pupil progress meetings and discussions with colleagues, parents and pupils, help us to review children's progress and wellbeing and in turn plan for effective future support.

Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. At the start of each year, the head of school, deputy head of school set aspirational targets for all pupils. We analyse the attainment of different groups of pupils termly to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. SLT and teachers use this information when planning their lessons and for interventions. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from earlier year groups. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

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. Support plans are implemented and targets set at a suitable level, including the use of P scales. Where

the attainment of a child significantly exceeds the expected level of attainment, teachers use materials to extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers provide quality first teaching to ensure all pupils make progress. We employ extra staff members who support disadvantaged pupils, SEND and disabled pupils. These staff members work with pupils identified at Pupil Progress Reviews and they provide the class teacher's, SENDCo and SLT with regular feedback on pupil progress.

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

Teachers ensure that all 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;
- participate fully, regardless of disabilities or medical needs.

Children with special educational needs and disabilities/vulnerable groups

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the Equality Act 2010.

All reasonable adjustments are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. The Oak Learning Trust's Equality Scheme sets out how we put this into practice. We set aspirational objectives in our Equality Action Plan to ensure equality for all.

The Trust is committed to providing an environment that allows disabled children access to all areas of learning. There are designated points of entry in our school which allow for wheelchair access. Our Accessibility Plan 2018 identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. We ensure disabled pupils are involved in school trips and write comprehensive individual risk assessments to support their safe inclusion.

Teachers ensure that the work undertaken by disabled 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 in which 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 both to learn about light in science, and also 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.

Disapplication and modification

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 specialists 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/carers and appropriate agencies. 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.

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.
- use of the NAA guidelines, updated annually.

Inclusion and racism

The school has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are now recorded and reported to the governing body by the head of school. The school contacts parents or carers of those pupils involved in racist incidents. [See the Equality Scheme and Action Plan 2015 for more details.](#)

Summary

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

Governors

The governors for Inclusion are Adele Lauderdale and Tina Cooper at John F Kennedy and Lisa O'Brien from George Washington Primary School. They meet regularly with the SENDCo to discuss inclusion strategy and the progress of identified groups.

Monitoring and review

This policy is monitored by the Trust Board, and will be reviewed every two years or earlier if necessary.