



YSGOL GYNRADD ROGIET PRIMARY SCHOOL

INCLUSION POLICY

May 2018

Introduction

The mission statement of our school clearly recognises that every individual in our school is important. We are committed to giving all our children every opportunity to achieve the highest of standards. The Inclusion 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, following the Equalities Act 2012. 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;
- more able and talented children;
- any children who are at risk of disaffection or exclusion.

Our starting point is to plan 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 curriculum to meet the needs of individuals or groups of children. (For example: speech and language therapy, hearing impairment work, occupational therapy etc.)

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?
- how can we improve and plan the best way forward?

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 of our school building is accessible to disabled children and adults and has full wheelchair access and toilet facilities.

Teachers and support staff 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 and support staff 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;
- includes approaches that allow hearing-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.

Teaching and learning style

(Also see school policies for: More Able and Talented children, Special Educational Needs, Equal Opportunities, and English as an additional language.)

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning work, teachers and support staff take into account the abilities of all of 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.

When the attainment of a child falls significantly below the expected level, teachers and support staff 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 and support staff 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 staff are familiar with the relevant equal opportunities legislation covering race, gender and disability. All members of staff have a copy of the policy "Equal Opportunities".

All members of staff 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;

- 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.

When selecting new initiatives, schemes or programmes for the whole school, prior consideration will be given to the accessibility of such initiatives with respect to pupils with Additional Learning Needs. Suppliers and producers of school resources will be contacted before purchase and introduction to ensure they are fully accessible with appropriate support. The initiatives will be reviewed, as required, when new pupils join the school in liaison with external agencies, such as Occupational Therapists and Physiotherapists.

This next section is also included in our More Able and Talented policy:

We aim to be an inclusive school, making equality of opportunity a reality for all our pupils in their everyday lives.

We aspire for all our children to become confident, secure, caring individuals who achieve personal success and develop a love of learning.

At the heart of our school philosophy are the following aims:

We aim to work within the spirit as well as the letter of the UNCRC (United Nations Convention on the Rights of the Child). We aspire for all our children to become confident, secure, caring individuals who achieve personal success and develop a love of learning.

- encourage our children to become independent learners who are happy, confident, free from harm and secure in the knowledge that their opinions are valued.
- develop in our children lively, enquiring and creative minds through a broad, balanced, enriched curriculum which provides them with the skills for the 21st century.
- enable our children to achieve their true potential and to take pride in their achievements, while respecting the achievement and talents of others.
- provide a friendly, welcoming safe environment in which everyone feels valued and appreciated.
- build strong collaborative partnerships with families and the local community.
- encourage our children to appreciate the Welsh heritage, culture and language, and respect the cultural differences of others.
- provide an environment for our children which promotes good health, nutrition and general well-being.
- promote a sense of responsibility, respect and caring for self, others, the environment and the wider community.

In the light of these aims it should be clear that we are committed to providing an environment which encourages all pupils to maximise their potential and this clearly includes pupils who display some form of talent.

Disapplication and modification

The school can, where necessary, modify or disapply the 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.

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.

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.

Summary

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.

Our school motto is:

'Everybody Plays a Part – Pawb yn Chwarae eu Ran'