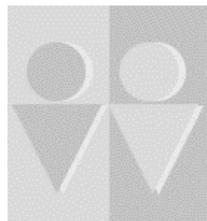


Warmsworth Primary School

Mill Lane, Warmsworth, Doncaster DN4 9RG
Telephone: 01302 852200

Inclusion / Additional Needs Policy



Rationale

Our school values the individuality of all children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life 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 pupils matter. This policy helps ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background, and supports the statements made in our school's Single Equalities Policy.

Aims

Our school aims to be an inclusive school. We actively seek to remove 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 individual and groups of children within our school to ensure minimal risk of underachievement.

The Foundation Stage Curriculum and the National Curriculum 2014 is a key part in 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 curricular opportunities outside the Foundation Stage Curriculum and National Curriculum 2014 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?

Policy into Practice

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 on-going assessments of each child's progress, which is used by teachers to inform the level of challenge and support provided for individuals and groups of pupils when planning their lessons.

We achieve this through personalisation of learning, focussed differentiation of the child's work, or through the provision of additional learning resources. Adult support is utilised to address the needs of pupils who are making less than expected progress and are at risk of underachievement, and also to extend the opportunities provided for more able pupils. Where children are identified as needing further support in addition to suitably differentiated learning, the school works closely with appropriate external specialists, including the Ethnic Minority and Traveller Achievement Service, school nurse, health visitors, behaviour support teams, Child and Adolescent Mental Health teams etc. In such cases, teachers work closely with these specialists to support the child.

The school follows the Special Educational Needs Code of Practice (June 2014) and pupils are identified and supported at tiered levels of intervention as prescribed.

Equal Opportunities

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

At Warmsworth Primary School, every child has equality of access to the curriculum regardless of race, culture, gender and additional needs. All individuals have the opportunity to experience success and develop an appreciation of themselves and others. Every child has the right to high standards of teaching. Gender stereotyping and racism will be constantly challenged and questioned.

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 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.

(For further information, please refer to our Single Equalities policy)

Monitoring and Evaluating

As with all school policies, a whole school approach is required for the implementation of the policy, which should offer guidance and protection to those at Warmsworth Primary School

The Inclusion Leader will monitor the implementation of this Inclusion Policy and maintain a system for reviewing practice, promoting good practice and continuing to develop staff through effective communication, and professional development.

Summary:

At Warmsworth Primary School we will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Approved : Autumn Term 2018

Review : Summer Term 2020