

Roseberry Primary School

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Inclusion Policy

Approved by the Governing Body:	October 2014
Interim Review:	January 2018
Review Date:	January 2021
Head teacher:	Maggie Fearnley

Policy on Inclusion

(see also Disability Equality Scheme and Disability Discrimination)

1 Introduction

The mission statement of our school talks of valuing the individuality of all of our 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 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.

2 Aims and objectives

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 that we pay and the support that we give to the different groups of children within our school. These groups are:

- girls and boys
- disadvantaged children
- children with special educational needs or a disability
- looked after children
- minority ethnic and faith
- lesbian, gay, bi-sexual and trans-gender
- children who need support to learn English as an additional language
- able, gifted and talented children
- children who are at risk of disaffection or exclusion
- travellers
- asylum seekers

The National Curriculum 2014 is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children that attend our school. 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 National Curriculum to meet the needs of individuals or groups of children. (For example; speech and language therapy and forest schools activities)

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?

3 Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of individuals and different groups of pupils to ensure that all pupils are achieving their potential. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons enabling them to plan for the needs of the children in their class.

Pupil progress meetings identify when the attainment of a child falls below the expected level and the Senior Leadership Team (SLT) and the child's class teacher plan tailored provision to meet the child's needs enabling them to achieve meaningful success. Where the attainment of a child significantly exceeds the expected level of attainment, the Senior Leadership Team (SLT) and the child's class teacher plan tailored provision to meet the child's needs and challenge their thinking.

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
- 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
- participate fully, regardless of disabilities or medical needs

4 Children with disabilities

At Roseberry Primary we are committed to meeting the needs of all groups of children within our school, including those who have a disability. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. Our Disability Equality and Access Plan 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 to meet the needs of all children including those with a disability. 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.

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 to learn about light in science, and images both in art and design

- uses assessment techniques that reflect their individual needs and abilities.

5 Disapplication and modification

The school can, where necessary, modify or dis-apply 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 and specialist services. 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.

6 Inclusion and racism

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 LA and Governors by the Head Teacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Single Equality Scheme.

7 Summary

In our school, we value each child as a unique individual. 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.

8 Monitoring and review

This policy is monitored by the governing body, and will be reviewed every three years.

Signed: Mrs M Fearnley