



Inclusion Policy

St Anne's Fulshaw CE Primary School

Inclusion Policy

Introduction

Inclusion is an ongoing process that celebrates diversity. The vision 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 aspirations 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, and supports their development so that they may all achieve their potential.

Aims and Objectives

Equality of opportunity must be a reality for our children. We achieve this through the different provisions we make for the different groups of children who may be 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;
- gifted and talented children;
- children who are at risk of disaffection or exclusion

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of

- 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;
- setting suitable learning challenges.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?
- Do all our children feel safe and valued?
- 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 we successful in promoting harmony and effective inter-personal relationships?
- Are we preparing pupils to have the skills necessary for positive growth and integration, and to contribute to a rich and diverse society?
- How do we review the effectiveness of our provisions in meeting these objectives?

Inclusive Provision

The school offers a holistic range of provision to meet a diversity of pupils' needs. As classes are, by their nature, mixed ability, teachers have the flexibility to create appropriate learning opportunities for each child dependant upon the nature of the learning and the dynamics of the pupils and class. There is also provision for additional adult support within classes, which again can be flexible in its approach and targeting. Teachers are able to provide specific additional support across the range of abilities for both Literacy and Numeracy which can be tailored for 'in' or 'out' of the classroom. Pupils with emotional and behavioural problems have the support of both their class teachers as well as relevant off site agencies. Technology is available to support both engagement and learning in the classrooms via laptops and interactive whiteboards.

A range of extra-curricular activities is available after school as well as activities brought into school from external sources.

Teaching and Learning Styles

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.

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 area or 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;
- 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.

Assessment Procedures

The school fully embraces using a consistent assessment system which relates to the Early Learning Goals and age related expectations.

The school's reward systems (See Behaviour Policy) are designed to raise all pupils' self esteem, confidence and motivation.

External Support

The school can access additional external support and advice from the appropriate specialist bodies. These can be accessed via the LA's support services. These services are available to offer advice and guidance on issues related to curriculum provision and access as well as the identification and assessment of pupils' individual needs.

Specialist advisors and teachers can provide support in the form of in-class observation and assessment of learner's needs and progress. The school also has access to an educational welfare officer, an educational psychologist and the Speech and Language Service.

Children with Disabilities

Children in our school may 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.

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.

The governing body is constantly reviewing how the school can be made more accessible for disabled children. It publishes its physical and curriculum accessibility plans in the school's prospectus.

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 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. 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.

Racism and Inclusion

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 recorded and reported by the headteacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

Staff Development

The staff development programme is overseen by the Headteacher, with participation from other staff members utilising skills and knowledge. The staff is kept fully informed about LA, national and regional initiatives and courses which relate to inclusion. Staff who attend courses are asked to disseminate the information to other members of staff within the school. Staff are also encouraged to observe good inclusive practice within the school.

Parent Partnership

The knowledge, views and first hand experience parents have regarding their children are valued for the contribution and enrichment it can make to their children's learning. With few exceptions, parents are seen to be partners in the educational process and as such the school tries to involve them in this. Parents are encouraged to enquire about their children's progress and are welcome to contact any member of staff regarding issues or concerns about inclusive educational provision. The Headteacher will deal with any such queries directly.

Summary

In our school the teaching and learning, achievements, attitudes and well-being of every child are equally 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.

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