Ellwood Community Primary School

Believe, Achieve, Belong

Inclusion Policy

Date reviewed: March 2022 Next renew date: March 2024

Introduction

This inclusion policy has been written taking in to account our school aims and values. We aim to provide high quality teaching that takes into account the individual needs of every child, in order to ensure that all pupils reach their full potential.

Aims and Objectives

Our school aims to be an inclusive school. 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 groups of children within our school:

- gender
- trans gender
- minority ethnic and faith groups
- Pupil Premium Children and those entitled to Free School Meals
- children with special educational needs and/or disabilities
- gifted, talented and more-able children
- any children who are at risk of disaffection or exclusion
- children who need support to learn English as an additional language (EAL)
- children in care (looked after children)
- travellers and 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 do this through:

- setting suitable learning challenges
- differentiating learning and tasks for individuals and groups
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of children
- providing other curricular opportunities outside of the National Curriculum to meet the needs of individuals and groups of children (such as speech and language therapy, play therapy etc)

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

- Do all of 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?
- Are we successful in promoting racial harmony and preparing children to live in a diverse society?

Teaching and Learning

We aim to give all of our children the opportunity to succeed and reach the highest level of personal achievement. When planning work, teachers take into account the abilities of all children in their class and work is differentiated to an appropriate level. If they are working at a level lower than that expected for their age, then work will be planned accordingly and resources that are deemed necessary for the child will used in lessons. Likewise, if a child is working at a higher than expected level for their age they will be extended to provide a higher level of challenge.

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

Teachers ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibilities 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.

Teachers will identify and challenge any bias or stereotyping within the curriculum or the school's culture. We promote British Values which are incorporated in to the curriculum or are taught and discussed discreetly.

Children with disabilities

This school is committed to providing an environment that allows all children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and the designated points of entry for the school also allow wheelchair access.

Teachers modify teaching and learning as appropriate for these children. 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 work for these children:

- takes account of their pace of learning and equipment that 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 sound in science and music, and visually-impaired children to learn about light in science;
- 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 of 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 Education Authority. The school's SEND governor 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 decide to go ahead with modification of 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 temporary modification or disapplication of the National Curriculum, or elements of it (see footnote).

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 of our children into account when planning for learning.

Monitoring and Review

The Governing Body will review this policy annually and assess its implementation and effectiveness.

Review: March 2022	By: Mrs Milford	Signed: Mrs Milford
Due to be Reviewed: March 2024		