



LONG SUTTON COUNTY PRIMARY SCHOOL INCLUSION POLICY

Introduction

Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school' (Removing Barriers to Achievement, DfES 2004).

We value the individuality of all of our children, and that of the families that they come from. 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.

Our Aims

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 monitoring of the different groups of children within our school and the use made of the pupil premium funding (see Pupil Premium Policy for further details).

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- pupils who are 'looked after children';
- children with special educational needs;
- children with disabilities or long term illness;
- children who are young carers;
- more able and talented children;
- children who are at risk of disaffection or exclusion;
- travellers, asylum seekers, refugees;

The National Curriculum is our starting point for 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 and detailing these on our planning;

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?
- Are all our pupils and staff happy to be in school?
- Can we engage with any external agencies to further support pupils?
- Do our children know and understand British Values?

Curriculum Entitlement

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. As a school we adopt the mastery approach to learning.

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.

Special Educational Needs

Children with disabilities:

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school meets the requirements of the Equality Act which replaced most of the Disability Discrimination Act (DDA) in October 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and there are designated points of entry for our school which allow wheelchair access. The school has a hygiene suite with hoist and a toilet with a hoist suitable for a wheelchair user.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. 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 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, where reasonable adjustments can be made to support this;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also 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.

Inclusion and Racism:

The school has implemented the recommendations of The Stephen Lawrence

Inquiry: Macpherson Report (1999). 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 to the governing body by the head teacher. The school contacts parents of those pupils involved in racist incidents.

Resources

The school has a varied selection of resources available to enable all pupils to access all areas of the curriculum. These include, but are not limited to, sensory toys, picture dictionaries, assorted pencil grips and sand timers. .

Assessment and Recording

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 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 the Local Education 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 an Education Healthcare Plan;
- Section 365 of the Education Act (1996). This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Review

The Headteacher, Subject Leader and Governing Body will review this policy every two years in consultation with staff.

Written – May 2017

Review – May 2019

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