

WESTON HILLS CHURCH OF ENGLAND PRIMARY SCHOOL

INCLUSION POLICY

1. Introduction

The mission statement of our school talks of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school - regardless of their age, gender, ethnicity, attainment or background.

We believe that all pupils are entitled to a broad, rich and inclusive education. This includes children with SEND, those from different cultural backgrounds and Young Carers to name but a few.

Our inclusion policy reflects the consensus of opinion of the whole teaching and non-teaching staff and governors. The implementation of this policy is the responsibility of all staff and governors.

2. Aims and objectives

Weston Hills Church of England Primary 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:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- more able children.
- any 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 individuals and groups of children. We do this 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.

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

- do all our children achieve as much as they can?
- are there differences in the achievement of different groups of children? (tracking)

- what are we doing for those children who we know are not achieving their best?
- are our actions effective?

3. Teaching and learning style

(See also the school policies on able and more able children, special educational needs and equal opportunities).

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

When the attainment of a child falls significantly below the national expected age related 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 use materials from a later key stage, or extended the breadth of work within the area or areas for which the child shows particular aptitude. Children may join a different teaching group for numeracy or literacy.

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 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 using a variety of teaching styles 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.

Children with disabilities

If children in our school 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 will 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 will ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

- Teachers will ensure that the work for these children 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 access the activity;
- takes account of their pace of learning and their use of equipment, or certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies or extra curricular activities;
- 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 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.

5. Disapplication and modification

The school can, if 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 will 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 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 schools 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 a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

6 Summary

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 our children into account when planning for learning.

We recognise the following indicators of an inclusive school, and strive to achieve them-

- Everyone is made to feel welcome
- Pupils help each other
- Staff collaborate with each other
- Staff and pupils treat one another with respect
- There is a partnership between staff and parent/carers
- Staff and governors work well together
- All local communities are involved in the school.

Producing Inclusive Policies

Developing a school for all

- Staff appointments and promotions are fair.
- All new staff are helped to settle into the school
- We seek to admit all pupils from our locality.
- We make our buildings physically accessible to all people, where possible
- All pupils, new to the school, are helped to feel settled.
- We arrange teaching groups so that all pupils are valued.

Organising support for diversity

- All forms of support are co-ordinated.
- Staff development activities help staff to respond to pupil diversity.
- 'Special Educational Needs' policies are inclusion policies
- The Code of Practice is used to reduce the barriers to learning and participation of all students.
- Support for those learning English as an additional language is coordinated with learning support from the Ethnic Minority Achievement Service.
- Pastoral, bullying and behaviour support policies are linked to curriculum development and learning support policies.

Review

The Headteacher and SENDCO will review this policy in the Summer Term 2014.

This policy was reviewed and updated in Autumn 2005.

This policy was reviewed and updated in Summer 2007.

This policy was reviewed and updated in Autumn 2009.

This policy was reviewed and updated in Autumn 2011.

This policy was reviewed and updated in Autumn 2012.

This policy was reviewed and updated in Autumn 2013.

This policy was reviewed and updated in Autumn 2014.

This policy was reviewed and updated in Autumn 2015.