

Hartington C of E Primary School

Inclusion Policy

(see also Equal Opportunities; Gifted and Talented; Racial Equality; SEN)

1 Introduction

1.1 Our school values 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

2.1 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 we pay to the different groups of children within our school:

- girls and boys;
- children with special educational needs;
- able, gifted and talented children;
- children who are at risk of disaffection or exclusion.
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- Other groups that we would target for inclusion would be:
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- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- travellers;
- asylum seekers.

2.2 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;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This might include speech and language therapy and mobility training.)

2.3 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 the need for racial harmony and preparing pupils to live in a diverse society?

- Do we include positive images of minority groups in resources, displays and books?

3 Teaching and learning style

- 3.1** 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. 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.
- 3.2** 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 use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.
- 3.3** Teachers are familiar with the equal opportunities legislation covering race, gender and disability.
- 3.4** Staff and 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;
 - 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

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 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 to non-disabled children.

- 4.2** We have sought advice from the authority and improved disabled access to the school. The premises have also been altered to enable disabled children full access to all areas of learning.
- 4.3** 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.
- 4.4** Teachers are expected to ensure that 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;
- 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.

5 Disapplication and modification

- 5.1** 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.
- 5.2** 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. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.
- 5.3** 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. Inclusion and racism

- 6.1** 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 now recorded and reported to the governing body 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.

7. British Values

- 7.1** These values are regularly promoted through high quality teaching, a diverse programme of collective worships and our behaviour policy. Fundamental British Values are also promoted through our Spiritual, Moral, Social and Cultural (SMSC) development of pupils. This gives pupils opportunities to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- 7.2** To develop the children's understanding of democracy we listen to children's and parents/carer's views. Our school behaviour policy is clear that children are expected to contribute and co-operate, taking into account the views of others.

7.3 To develop the children's understanding regarding 'Rule of Law' from entry to school pupils. They are continually taught to recognise the difference between right and wrong and this, alongside their developing maturity, helps them to apply their understanding of these concepts in their daily lives.

We have a behaviour policy which is regularly shared with the pupils. We consistently reinforce our high expectation of the children. They are taught the value and reasons behind our expectations (rules) that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken.

7.4 Individual Liberty is taught within our school every day. Children are encouraged to make choices, knowing that they are in a safe and supportive environment to enable them to do this. Through our SMSC sessions we discuss different choices that the children can make and encourage them to make the right choices. Our behaviour policy also gives an excellent forum for staff to discuss the choices (both good and bad) that pupil's make about their behaviour in school. It is used to encourage pupils to reflect on their choices and the effect that it has on both their peers and adults. They are given opportunities to resolve conflicts effectively and fairly. Through E-safety we teach the importance of keeping yourself safe by choosing not to share personal information.

7.5 Our whole school ethos is built on Mutual respect of ourselves and others. We believe that this respect is a vital component of moral development. We are an inclusive school where everyone is valued and has a contribution to make to the school. Children learn that their behaviours have an effect on their own rights and those of others.

We encourage open discussions in all areas but particularly in lessons which promote citizenship. Staff help children to understand how to respect by talking about how actions/words can affect others. We actively support all to develop their own reasoned views about moral and ethical issues.

7.6 Because the United Kingdom is one of different faiths and beliefs collective worships are planned carefully to provide children with the opportunity to familiarise themselves with different beliefs, cultures and moral values. This provides opportunities to reflect and consider their own ideas and opinions within a safe and supported environment. Our curriculum incorporates teaching and learning opportunities for children to explore aspects of the wider world and an appreciation of cultural diversity as in for example – Easter, Diwali, Chinese New Year and Christmas. The RE curriculum is also carefully planned to equip children with the knowledge which will enable them to understand the diverse nature of different people. We help them understand, accept, respect and celebrate diversity.

Pupils also visit contrasting locations and make use of the Urban Studies Centre in Chesterfield and the Multi Faith Centre in Derby.

8. Summary

8.1 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.

Date of Policy – January 2017

Next review date – January 2018

Chair Person: _____ Date: _____

Head Teacher: _____ Date: _____