

# SOUTH STREET PRIMARY SCHOOL



## Inclusion

January 2018

**POLICY DOCUMENTATION**

# INCLUSION POLICY

## 1. Aims and Objectives

1.1 South Street School strives 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;
- gifted and talented children;
- any children who are identified as vulnerable.
- Children who are looked after

1:2 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;
- identification of children not working at age related expectation levels and providing intervention programmes to target children's area of need e.g. reading comprehension, speech and language, co-ordination development;
- providing Learning Plans for children with SEND;
- utilising adults to support specific groups of children;
- having links with external agencies e.g. speech and language, Educational Psychologist etc.

1:3 We achieve educational inclusion by reviewing on a formal and informal basis. We consider the following:

- do all 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 all our children and staff happy to be in school?

## 2. Teaching and Learning Style

2:1 We aim to equip all children with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of society.

2:2 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. Work is differentiated appropriately throughout the curriculum.

2:3 We make ongoing assessments of every child's progress and use this information when planning lessons.

2:4 Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

2:5 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 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.

### **3. Children with Disabilities**

3:1 Some 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. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Environmental audits are carried out to ensure an accessible and appropriate learning environment. Areas of school are labelled on Braille for those with a visual impairment. Appropriate resources are provided for those children with SEND e.g. ergonomic cutlery, pencil grips, padded seats etc.

3:2 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.

3:3 Raising awareness of those with disabilities in and outside of school is met through PSHE, creative curriculum e.g. Paralympics, assemblies, visitors in school.

3:4 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;
- 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.

### **4. Disapplication and Modification**

4:1 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 agencies to support the child.

4:2 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. 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.

4:3 Should we go ahead with modification or disapplication, we would do so through:

- Section 354 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 of disapplication of the National Curriculum, or elements of it.

## 5. Racism and Inclusion

5:1 Our curriculum reflects the diversity of the race and culture in society and encourages contributions from all members of our school community. All racist incidents are recorded in school and reported annually to the Governing Body by the Head Teacher. School contacts parents of children involved of racist incidents (see racial and inclusion policy).

## 6. Summary

6:1 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.

<b>Date this policy was formally reviewed and agreed by the Governing Body of South Street Community Primary School:</b>	
Approved by the Governing Body on:	To be ratified on 27 February 2018
Reviewed by Head Teacher	Julie McGrow
Date:	January 2018
Date of next review:	January 2019