

FRONT STREET COMMUNITY PRIMARY SCHOOL



INCLUSION POLICY

October 2018



This policy links to articles: 1, 2, 3, 13, 14, 23, 28, 30 & 31.

Introduction

This document outlines the purpose, nature and operational management of pupil inclusion at Front Street Primary School.

Linked Policies

This policy should be read in conjunction with the following policies:

- SEND policy
- Accessibility policy and plan
- Equal opportunities policy
- Race Equality policy

Aims

The inclusion policy is designed to:

- Ensure that every child in the school is granted equality in everything the school does.
- Ensure that all staff and governors know their roles and responsibilities.

Legal Framework

The equality act 2010 and the national curriculum place a statutory duty on schools to promote full inclusion.

Introduction

Front Street Primary School values the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest 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 and a culture of improvement developed through a Growth Mindset for our 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 of our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Statement of Policy

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 that we pay to the different groups of children that we could encounter within our school:

- Girls and boys;
- Minority ethnic faith groups;
- Looked after children;
- Pupils who join the school at times other than normal;
- Free School meals children (whether claiming or not);;
- Children who need support to learn English as an additional language;
- Children with special educational needs or disabilities;
- Able, gifted and talented children;
- Children who are at risk of disaffection or exclusion;
- 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 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 of the National Curriculum to meet the needs of individuals or groups of children (this includes speech and language and mobility training).

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?

Teaching and learning style

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 and specific progress 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 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.

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.

Children with disabilities

When 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. 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 children with disabilities full access to all areas of learning. Front Street Primary School is a new build (opened in March 2015). The school is built on two levels with stairs and a lift to access the first floor. The designated points of entry for our school allow wheelchair access. The building has a toilet and hygiene room for wheelchair users and disabled persons on the ground floor. All our classroom entrances are wide enough for wheelchair access, and.

The classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised. The school has lighting and safety arrangements for all visually impaired pupils.

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 in which 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;
- Use assessment techniques that reflect their individual needs and abilities.

Parents or carers with disabilities

The school recognises that there will be a number of disabled parents/carers of children within school, and work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers' meetings in the most accessible room. When a child starts school we ask parents/carers about their access needs and send notes/newsletters home in the required format.

Disapplication and modification

The school can, where necessary, modify or dis-apply 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/carers and the LA. The school's governor with responsibility for SEND would also be closely involved in the 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.

Inclusion and racism

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 Headteacher. The school would contact parents or carers of those children involved in racist incidents. Further details are to be found in the school's Race Equality Policy.

Inclusion Statement

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 insure that we meet all statutory requirements related to matters of inclusion.

We have a caring, supportive ethos that seeks to value all individuals. Our school promotes equality of opportunity for disabled people; pupils, staff, parents, carers, visitors, governors, and others who use our school.

By promoting a positive attitude we aim to eliminate discrimination and harassment related to ethnicity, attainment, age, disability, gender or background.

Date of Implementation: October 2018

Date of Review: October 2019