

Woodcroft Primary School Inclusion Policy 2017

This policy needs to be read in conjunction with our policies on Special Educational Needs (SEN) English as an Additional Language (EAL) Gifted and Talented and Single Equality.

MISSION STATEMENT

'Together Towards Success'

Together We aim for all the pupils, parents/carers and staff, to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices. We take account of disability, race and gender to create a secure and accepting, community where everyone feels valued.

'Towards' an outstanding school that provides an enriching and creative learning experience for all pupils. We respond to the diversity of need through our commitment to equality: overcoming potential barriers to learning and setting suitable personal targets.

'Success' is expected of every pupil. They should reach their full potential, recognising personal strengths and celebrating the achievement of themselves and others; both within the school and wider community.

Aims and objectives

Woodcroft School aims to be a fully inclusive school. We actively seek to:

- remove barriers to learning and participation that might hinder or exclude individual pupils, or groups of pupils, thereby making equality of opportunity a reality for our children;
- plan a curriculum that meets the specific needs of individuals and groups
- of children
- set suitable learning challenges for all;
- respond appropriately to children's diverse learning needs;
- ensure the achievement and well-being of different groups of children within our school:
 - girls and boys;
 - ethnic groups;
 - children who need speak English as an additional language;
 - children with special educational needs or a disability or both;
 - children in care
 - children from low income families who are entitled to free school meals;
 - children whose education has been disrupted by illness, or breaks in their schooling for other reasons;
 - more able, gifted and talented children;
 - children who are at risk of disaffection or exclusion;
 - travellers;
 - asylum seekers.
- provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children, (this might include speech and language therapy or mobility training).

- To provide extended services;

We achieve educational inclusion by continually reviewing the attainment and progress of each of the groups listed above, asking 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 groups who are not achieving as well as they should?
- are support strategies and interventions for such groups effective?
- are we successful in promoting social, racial and cultural harmony, and preparing pupils to live in a diverse society?
- Are we successful in developing spiritual and moral values?

Teaching and learning

Each class has an Inclusion Folder where relevant information is kept on individual children.

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 experiences of all their children and to plan appropriate, well-matched learning activities for all. For some children, we may use the Programmes of Study from earlier or later key stages. When the attainment of a child falls significantly below the 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 extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the equal opportunities legislation covering race, gender and disability (see our Single Equality Policy).

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;
- observe any particular religious practices in relation to their clothing or daily routines;
- are taught in groupings that allow them all to experience success;
- use learning resources which 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 individual needs.

For every child to reach their full potential they:

Have an equal opportunity to achieve their best within the learning environment
have the highest expectations and self-esteem

are motivated to succeed and are proud of recognised achievements, both academic and non-academic
are empowered with a self realisation of their own strengths and next steps to learning
have the opportunity to explore the widest range of activities both within and beyond the National Curriculum

Children with disabilities

Some children in our school may 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 fully meets the requirements of the Equality Act 2010, in relation to disability discrimination. All reasonable steps are taken to ensure that children with disabilities are not placed at a disadvantage compared with their peers.

The school is committed to providing an environment that allows disabled children access to all main areas of learning and the designated points of entry allow full wheelchair access. Our accessibility plan identifies how we increased the extent to which disabled pupils can take advantage of all that our school has to offer.

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 may need to use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids or resources to support specific impairments.
- 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;
- is assessed in ways which reflect children's individual needs and abilities.

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 or support services. In such cases, teachers work closely with these specialists to support the child (see our Special Educational Needs Policy).

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 Local Authority (LA). 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 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.

Summary

At Woodcroft 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.

This policy has been impact assessed by the Senior Leadership Team to ensure that it does not have an adverse affect on race, gender or disability.

Monitor and Review

This policy is monitored by the governing body, and will be reviewed every three years or earlier if necessary.