

**CHRISTOPHER PICKERING PRIMARY SCHOOL**



**Inclusion Policy**





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| Headteacher: Mrs Jane Marson | Date: Autumn 2020 |
| TLR Holder: Mrs G Dixon  | Next Review Date: Summer 2021 |
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All decision making at Christopher Pickering Primary School is informed by the desire to raise:

Standards of achievement

The quality of teaching and learning

The continued personal development of pupils and staff

**and**

To enjoy learning, working and being together

Safeguarding Children in our care

**Christopher Pickering Primary School recognise that “…through their day to day contact with pupils and direct work with families, our education staff have a crucial role to play in noticing indicators of possible abuse or neglect and in referring concerns to the appropriate agency.” (Working Together to Safeguard Children 1999).**

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Introduction:

The governing body is committed to fostering the development of all pupils in order for them to reach their full potential physically, intellectually, socially, emotionally and spiritually. We are committed to giving all 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 immersive curriculum and have high expectations of all children.

This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

It is a working document, which reflects the ethos and practice within the school in relation to Inclusion. It has been written with due regard to the requirements of the Statutory code of practice on the duty to promote race equality A GUIDE FOR SCHOOLS, the SENDA and the National Curriculum and it will be monitored and evaluated according to changes within these documents as and when they arise.

Christopher Pickering Primary School believes that:

* everyone has the right to education;
* education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote

 understanding, tolerance and friendship among all nations, racial or religious groups;

* every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning;
* every child has unique characteristics, interests, abilities and learning needs;
* education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs;
* those with special needs must have access to mainstream schools which should accommodate them within a child centred pedagogy capable of meeting their needs;
* mainstream schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; and
* an inclusive school needs: visionary leadership, collaboration, refocused use of

 assessment, support for staff and pupils, appropriate funding, effective parental and

 pupil involvement, use of effective programme models and classroom practices.

Aims and Objectives:

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 equality of opportunity must be a reality for our children. We make this a reality through monitoring the different groups within the school. (These groups may change as our population changes).

* Girls/ Boys
* Hearing Impaired Children
* Children with Special Educational Needs
* Children with Medical Needs
* More Able
* Free School Meals
* Children in Public Care
* Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees
* Pupils who have English as an additional language
* Pupils who are at risk of disaffection or exclusion, young carers, sick children,

 children from families under stress

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 the individual or groups of children; (this includes speech and language therapy and mobility

 training)

* differentiation in planning;
* designing a immersive curriculum to promote a full range of learning, thinking and life skills;
* providing a broad, balanced and relevant curriculum;
* using flexible and responsive teaching and learning styles;
* equipping students with the skills, knowledge and attitudes necessary to succeed as
* individuals and as responsible and valued members of society; and
* developing a close partnership with the whole community, particularly parents.

**We aim to provide a happy, healthy and safe school by:**

* Recognising, reflecting and celebrating the skills, talents, contributions and

 diversity of all our pupils

* Providing high quality pastoral care, support and guidance
* Safeguarding the health, safety and welfare of pupils
* Listening and responding to the concerns of children and parents
* Taking care to balance the needs of all members of the school community
* Operating a fair and consistent good behaviour and anti-bullying policy.

Reviewing:

We review our effectiveness by asking the following 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 Styles:

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 set targets for children and share these with parents. 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. Teacher’s employ a variety of VAK strategies to stimulate and engage all children.

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.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability in our Single Equalities Scheme and Action Plan..

Teachers ensure 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; and

• are encouraged to participate fully, regardless of disabilities or medical needs.

Children with Special Educational Needs (SEN) / Disabilities:

It is our aim to ensure most children are taught in their mainstream class however, some children in our school who have severe SEN therefore need additional support outside their classroom in a small group session in the pod area or are supported for most of their learning in our Hub provision. The Hub provision provides a nurturing, multisensory and bespoke learning environment focussing upon improving communication skills, basic skills (English, Maths and ICT), PSHE and physical development through a topic based approach. The school is committed to providing an environment that allows all children full access to all areas of learning throughput the school building. Our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Many teaching areas have also been acoustically treated for children with hearing impairment.

Teachers modify teaching and learning as appropriate for children with SEN. 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.

Teachers ensure that the work for children with SEN:

• takes account of their pace of learning and the equipment they use;

• takes account of he 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 where appropriate;

• 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;

• many areas of the school are acoustically treated for our pupils; and

• uses assessment techniques that reflect their individual needs and abilities.

In response to the Disability Act 2001, the governing body is constantly reviewing how the school can be made more accessible for disabled children.

Hearing Impaired

We have a located Sensory Resource Base for pupils with hearing impairment. Children from the Resource Base are included in the school’s curriculum as much as is possible. The level of integration is looked at for each child’s individuality depending on their hearing loss. To aid the learning of these children many of the staff have completed a Deaf Awareness course (CACDP). It is also presumed many main class lessons will involve visual aides to the curriculum more accessible for these children.

It is of great importance these children are placed at the front of the class so they are able to see the class teacher’s face so aiding those who need to lip read. These children are provided with equipment deemed necessary to help their hearing. Continual training is given by the head of the Hearing Impaired Unit to all teachers in order to promote successful learning for these children. There are specialist teachers and teacher’s aids who deliver lessons in the unit and differentiate work in class for the hearing impaired children.

Inclusion is promoted by reverse integration groups where a hearing impaired child is taught in the unit alongside a small group of hearing children. The head of the Hearing Impaired Unit is on the Senior Leadership Team to ensure the needs of the hearing impaired children are paramount. There is also much liaison between the head of the unit and the SENCO.

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;

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. 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 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.

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 it, through a statement of special educational needs;

• Section 365 of the Education Act 1996. This allows the temporary modification or disapplication or the National Curriculum, or elements of it.

Racism and Inclusion

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 head teacher. The school contacts parents of those pupils involved in racist incidents. See also our Single Equalities Scheme and Plan.

This policy will be reviewed bi annually.

**Initial Equality Impact Assessment**

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| **Policy Title** | **The aim(s) of this policy** | **Existing policy (✓)** | **New/Proposed Policy (✓)** | **Updated Policy (✓)** |
| **Inclusion Policy** |  |  |  | **✓** |

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| **This policy affects or is likely to affect the following members of the school community (✓)** | **Pupils** | **School Personnel** | **Parents/carers** | **Governors** | **School Volunteers** | **School Visitors** | **Wider School Community** |
| **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |

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| **Question** | **Equality Groups** | **Conclusion** |
| **Does or could this policy have a negative impact on any of the following?** | **Age** | **Disability** | **Gender** | **Gender identity** | **Pregnancy or maternity** | **Race** | **Religion or belief** | **Sexual orientation** | **Undertake a full EIA if the answer is ‘yes’ or ‘not sure’** |
| **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Yes** | **No** |
|  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |
| **Does or could this policy help promote equality for any of the following?** | **Age** | **Disability** | **Gender** | **Gender identity** | **Pregnancy or maternity** | **Race** | **Religion or belief** | **Sexual orientation** | **Undertake a full EIA if the answer is ‘no’ or ‘not sure’** |
| **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Yes** | **No** |
| **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  |  | **✓** |
| **Does data collected from the equality groups have a positive impact on this policy?** | **Age** | **Disability** | **Gender** | **Gender identity** | **Pregnancy or maternity** | **Race** | **Religion or belief** | **Sexual orientation** | **Undertake a full EIA if the answer is ‘no’ or ‘not sure’** |
| **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Yes** | **No** |
| **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  |  | **✓** |

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| **Conclusion** | **We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.** |

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| **Preliminary EIA completed by** | **Date** | **Preliminary EIA approved by**  | **Date** |
|  |  |  | **Summer 2015** |