

Inclusion Policy

Introduction

We are committed to giving our children every opportunity to achieve the highest standards. This policy helps to ensure that this happens in our school regardless of their age, gender, ethnicity, attainment or background.

Aims and Objectives

Our school aims to be an inclusive school providing equality of opportunity for every child. We make this a reality through paying attention to the needs of different groups of pupils within our school:

- Girls and boys
- Minority ethnic and faith groups
- Children with Special Educational Needs
- Children with physical disabilities or mental health problems
- Any child at risk of disaffection or exclusion
- Looked after Children
- Children who need support to learn English as an additional language
- Asylum Seekers

The National Curriculum is used as a base for planning to meet the specific needs of individuals and groups of children through:

- Setting suitable learning targets;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals or groups of pupils;
- Providing curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (Including work with Learning Mentor for study support, Sunshine Club, etc.)

As the process of inclusion requires regular review we aim to ask the following key questions:

- Do all of our children achieve as much as they can?
- Are there any variances in the achievement of differing groups of children?
- How are we addressing the differing needs of our children?
- Have our actions been effective?

Teaching and Learning Style

(See associated policies on Able and Talented Children, SEN and Equal Opportunities.)

We aim to present every child in our school with opportunities to succeed and reach the highest level of personal achievement. Teachers therefore take this into account within their planning. For some children programmes of study from earlier Key Stages may be required to enable progress. Where necessary work in line with a child's individual need will be planned.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers may use material from a later Key Stage, or extend the breadth of work for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. Teaching staff 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;
- Are placed in teaching groups that enable success;
- Use materials reflecting a range of social and cultural backgrounds;
- Have a common curriculum experience that allows for a range of learning styles;
- Have challenging and aspirational targets;
- Are encouraged to participate fully in all aspects of the curriculum, regardless of disabilities or medical needs.

Disapplicaton 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 our pupils without resort to disapplication or modification. We aim to achieve this through effective differentiation of children's work or via the provision of additional learning resources. When necessary, learning is also supported through appropriate external specialists. In such cases teachers and support staff work closely with these agencies to support the child.

In exceptional circumstances it may be decided that modification or disapplication is the correct procedure to follow. This decision would only be reached after detailed consultation with parents and the L.E.A. The school's governor with responsibility for S.E.N. 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 such a modification or disapplication be required, 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 Needs.
- Section 365 of the Education Act, 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Summary

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 experiences and needs of all our children into account when planning for learning.