

Reevy Hill Primary School

Policy Documentation

Inclusion Policy

OUR VISION

To ensure we are committed to giving all of our children every opportunity to achieve the highest of standards

Responsibility for Review: Jo Bradley, Headteacher
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Relationship to other Policies	Date	Status
<ul style="list-style-type: none">• SEN• Accessibility Plan• Local Offer	May 2016	Governor Approval
	<u>May 2017</u>	Review

Inclusion Policy

1 Introduction

1.1 We are committed to giving all of 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 curriculum and have high expectations for all 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 our children, irrespective of ethnicity, attainment, age, disability, gender or background.

2 Aims and objectives

2.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning, acceleration 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 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
- able, gifted and talented children
- children who are at risk of disaffection or exclusion
- travellers
- asylum seekers

2.2 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
- early identification of barriers to learning and then overcoming these barriers
- early identification of able, gifted and talented pupils and ensuring they have opportunities to excel in school and provide information on opportunities to develop their learning outside of school
- working in partnership with the Local Authority and other outside agencies, to ensure there is a multi-agency approach to meeting the needs of all vulnerable learners
- working in partnership with parents and carers to ensure that parents are kept informed and are able to play their part in supporting their child's education
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

2.3 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?

3 Teaching and learning style

3.1 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 of all their children.

3.2 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 provide opportunities for the pupils to deepen knowledge or extend the breadth of work within the area or areas for which the child shows particular aptitude.

3.3 Teachers are familiar with the equal opportunities legislation covering race, gender and disability.

3.4 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
- 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 challenging targets that enable them to succeed
- participate fully, regardless of disabilities or medical needs.

4 Children with Special Educational Needs and/or Disabilities

4.1 Some children in our school have Special Educational needs and/or 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 other children.

4.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning. School have audited accessibility arrangements and an action plan is in place.

4.3 Teachers modify teaching and learning expectations as appropriate for children with SEN/D. 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 SEND children the opportunity to develop skills in practical and multi-sensory aspects of the

curriculum. Teachers continually have high expectations for pupils with SEND and strive to ensure they progress or exceed national expectations, they share these expectations with all staff in school as each has a responsibility for providing for children's individual needs. 4.4 Teachers ensure that the work undertaken by SEND 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, visual aid
- 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 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
- uses assessment techniques that reflect their individual needs and abilities
- Promote independence in all types of work.

4.5 In our school, the SENCo

- Manages the day to day operation of the policy
- Coordinates the provision for, and manages the responses to special educational needs
- Supports and advises colleagues
- Maintains the Special Needs and the More Able and Talented Register
- Contributes to, and manages records of all children with special educational needs
- Manages the school-based assessment and completes the documentation required by outside agencies
- Acts as the link with parents/carers and other educational support agencies
- Maintains resources and a range of teaching materials to enable appropriate provision to be made
- Monitors and evaluates the SEN provision and reports to the Governing Body
- Coordinates provision for LAC children – see LAC policy for details.

5 Disapplication and modification

5.1 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 specialists to support the child.

5.2 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. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

6 More able and talented children

Gifted children have a broad range of achievement at a very high level and talented children may excel in one or more specific skills, but not necessarily across all areas of learning.

We plan to meet the needs of more able and talented children by:

- Early identification
- Enrichment activities that broaden a particular skill or area of knowledge
- Homework activities that further extend understanding
- After-school activities, including sports clubs
- Target setting with individual pupils taking into account the ways in which they learn best.

7 Children who are New To English

Bilingual children may come from homes where:

- English is not spoken
- English is not the only language spoken
- English is used as the second language between family members who do not speak the same language

In order to plan for the diverse needs of EAL learners at Reevy Hill we:

- Seek advice and use strategies suggested by Bradford Council to continue to support children throughout their school career
- Request an assessment in the mother tongue when we feel the child is settled in the school and that there may be other barriers to learning
- Plan opportunities for meaningful interaction between peers
- Plan for frequent interaction between adults and individual children
- Make assessments in areas other than English in the child's own language
- Ensure that children feel confident to 'have a go' without the fear of failure
- Provide differentiated resources to ensure access to subjects with specific language

8 Inclusion and racism

8.1 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 headteacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

9 Summary

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

10 Monitoring and review

10.1 This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.