

KEW WOODS PRIMARY SCHOOL

Inclusion Policy

1 Introduction

(To be read in conjunction with the following school policies: Special Educational Needs; Equal Opportunities; Racial Equality; Disability Equality Scheme.)

- 1.1 The mission statement of our school prioritises, developing in all children the desire to learn and helping individuals to attain the self-esteem and confidence that are necessary for a full and happy life. 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 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 or Disability;
Children who are able and Gifted;
Children who hold a particular talent;
Children who are at risk of disaffection or exclusion;
Children who are Looked After by the Local Authority
Travellers and asylum seekers.
Vulnerable pupils such as those who receive free school meals/parents in forces.

- 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;
Overcoming potential barriers to learning and undertaking assessment for individuals and groups of pupils;

Providing creative and exciting learning opportunities;
Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy, behaviour support, occupational therapy etc.);
Adapting the school environment to suit the needs of children with physical disabilities, sensory needs or learning needs.

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?
Are we providing an appropriate, gradual, carefully monitored and evaluated approach to the re-integration of children from our Additionally Resourced Inclusion Bases (ARIBs) into mainstream ?
Do all our children have the opportunities to participate in extended school activities?

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 as well as their different learning styles.

3.2 When the attainment of a child falls significantly below the expected level, school enable the child to succeed by planning work that is in line with that child's individual needs, using appropriate additional interventions. Interventions are monitored to ensure suitability and effectiveness for each child. 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.

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

3.4 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 and fairly, 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;
Create curriculum experiences that allow for children with different learning styles to succeed;
Have challenging targets that enable them to succeed;
Are encouraged and catered for in order to participate fully, regardless of disabilities or medical needs.

4 Children with Disabilities

- 4.1 Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access.

We have disabled toilets accessible on both the ground floor and first floor for children with a Disability.

The school also has a Disability Access Plan which aims at providing changes to the environment to ensure it is accessible to all, including those with disabilities.

- 4.2 Teachers ensure that the work for these children:
takes account of their pace of learning and any equipment they need

4.3 In response to the Disability Discrimination Act 2005 the governing body is continuing to review how the school can continue to improve accessibility for all the school community (see Disability Equality Scheme)

5 Disapplication and Modification

- 5.1 The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements.

- 5.2 Our mainstream 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, additional advice is sought from external specialists. In such cases, the SENCO and teachers work closely with these agencies to support the child.

- 5.3 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.

6 Racism and inclusion

- 6.1 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 recorded and reported to both the governing body and the LA 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.

7 Summary

In our school the teaching and learning, achievements, attitudes and well being of every child are important. Teachers ensure that the experiences and needs of all our children are taken into account when planning for learning.