

INCLUSION POLICY

1. Introduction

1.1 Broad Square Primary School is committed to "developing a school for all". The mission statement of our school talks of valuing the individuality of all of our Governors, parents/carers, staff and children. We are committed to giving all, every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all in our school - regardless of their age, gender, ethnicity, disability attainment or background.

"An inclusive ethos is promoted throughout the school. The school has prepared an accessibility plan, which is referenced in the school prospectus, in accordance with the Special Educational Needs and Disability Act 2001(SENDA)"

2. Aims and objectives

2.1 Our school aims to be an inclusive school. this means that equality of opportunity must be a reality for all. 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;
- gifted and talented children;
- any children who are at risk of disaffection or exclusion
- those with disabilities

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 do this 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 individuals or groups of children.(This includes speech and language therapy and mobility training.)
- lessons are made accessible to all children.

2.3 We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve as much as they can?
- 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?
- Systems are in place to track children throughout the school/

2.4 We produce an inclusive culture by:

- Everyone is made to feel welcome
- Students help each other
- Staff collaborate with each other
- Staff and students treat one another with respect
- There is a partnership between staff and parents/ carers
- There are high expectations for all students
- Staff, governors, students and parents/carers share a philosophy of inclusion
- Students are equally valued
- Staff seek to remove all barriers of learning and participation in school
- School strives to minimise discriminatory practices
- Producing inclusive policies
- Evolving inclusive practising

3. **Teaching and Learning Style**

(see also the policies on gifted and talented children, special educational needs, equal opportunities, and English as an additional language.)

3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We encourage children to be actively in their own learning. When planning their work, teachers take into account the abilities of all their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

The teaching in our school enables pupils with a diverse range of needs to learn effectively.

The school uses teaching assistants effectively and efficiently.

The school provides a broad range of worthwhile opportunities, which meet the interests, aptitudes and particular needs of pupils, including those with SEN.

The school supports pupils with dyslexia by ensuring that teachers use a range of multi sensory teaching methods in their lessons. Children are taught in the "mind friendly" approach, providing short, contrasting activities plus the use of "brain breaks". All of these methods help the dyslexic child access learning more effectively.

- 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. We would also involve parents/carers at this stage and in school mentor as necessary. Help us also sought from SENNIS and the school Educational Psychology service.
- 3.3 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.
- 3.4 Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.
- 3.5 Teachers ensure that 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 challenging targets that enable them to succeed;
 - Are encouraged to participate fully, regardless of disabilities or medical needs
 - Homework and links with parents/carers contributes to the learning of all

The school is able to analyse the attainment of different groups of pupils whose well-being is pertinent to educational inclusion. The school is inclusive with regard black and ethnic minority pupils and for pupils who speak English as an additional language. The school ensures the "Statutory Code of Practice in the duty to Promote Racial Equality (CRE) - December 2001" is followed.

The school is inclusive for refugee and asylum seeker pupils.

The school is inclusive for children in public care.

The school has appropriate strategies in place to support under-performing groups or individuals.

- 4.1 Some people within our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these people 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 also have disabled toilets and a lift for access to the first floor.
- 4.2 teachers modify teaching and learning as appropriate for children who have a disability. 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. Additional adult support will also be given as necessary.
- 4.3 Teachers ensure that the work for children with a specific disability:
- 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;
 - 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 to learn about light in science, and 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.

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 agencies 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. The school's governor with responsibility for special educational needs would also be closely involved with 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

- 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.
- 5.4 Our school produces inclusive policies. Which are regularly reviewed and modified as necessary.
- 5.5 Resources within our school:
- School resources are distributed fairly to support inclusion
 - Community resources are known and drawn upon
 - Staff expertise is fully utilised
 - Student difference is used as a resource for teaching and learning
 - Staff develop resources to support learning and participation
- 5.6 Examples of staffing to support inclusion:
- SENCO and SEN withdrawal teacher
 - Learning Mentors
 - Classroom assistants
- 5.7 Agencies offering support in our school to ensure inclusion:
- Educational Psychologist
 - Educational Welfare Service
 - Early Neighbourhood Years Team
 - SENNIS
 - Occupational Therapist
 - Social Services
 - Speech Therapist
 - "I can" Bank View Outreach

6 Summary

- 6.1 In our school the teaching and learning, achievements, attitudes and well-being of everyone are important. We follow the necessary regulations to ensure that we take the experiences and needs of all into account.

"The school ensures the promotion of positive relationships with parents and carers of pupils with a diverse range of needs."(inclusion Audit Report 2003)

This policy is available in alternative formats upon request.

Signed _____

Date _____