

Inclusion Policy

This policy is a whole school policy including EYFS

1 Introduction

- 1.1** The mission statement of our school talks of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

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

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 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;
- gifted and talented children;
- any children who are at risk of disaffection or exclusion.

- 2.2** The National Curriculum and Early Years Foundation Stage 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 and Early Years Foundation Stage to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training.)

- 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?

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. When planning their work, teachers take into account the abilities of all of 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.

Springmead School

Date: 03/08/2017
Review period: 2 years

- 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.
- 3.3 Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later year or more often will 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 common curriculum experience that allows for a range of different learning styles;
 - have challenging targets that enable them to succeed;
 - are encouraged to participate fully, regardless of disabilities or medical needs.

4 Children with disabilities (see also Accessibility Plan and SEND policy).

- 4.1 Some children in our school may have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to the curriculum.
- 4.2 Teachers modify teaching and learning as appropriate for these children. 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.
- 4.3 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;
 - 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;
 - 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. 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.

6 In line with Somerset's Early Years Code of Practice the school has nominated Shirley Offer Equality Needs Co-ordinator.

7 Monitoring and review

7.1 This policy is the Principal's' ongoing responsibility and its effectiveness is reviewed annually in consultation with the staff.

Signed:

Date: