



Inclusion Policy

Status

This is a recommended policy.

Purpose

Rackheath Primary School is committed to providing an inclusive range of high quality learning opportunities for everyone involved with the school and its community. We will ensure that everyone has an equal opportunity to access the full range of provision available and will actively seek to remove barriers to learning and participation.

We will seek to maximise the life chances of all children whatever their cultural background, ethnicity, gender, religion, intellectual ability or physical ability. We will foster and nurture a positive approach to meeting the diverse needs of each individual.

Each individual must have equal opportunity to access the full breadth of the curriculum. We are committed to raising standards of achievement for all pupils. We will seek to raise the aspirations of all learners. We will have high expectations of each individual and set suitable targets to enable them to succeed socially and academically, developing their skills and abilities to their full potential.

We will give consideration in our planning, preparation and delivery to a wide range of needs and issues. We will strive to ensure that we plan to meet the needs of the following clearly identifiable groups: -

- Talented and gifted learners
- Learners with disabilities
- Learners from different ethnic groups
- Learners for whom English is an Additional Language
- Learners with Special Educational Needs
- Girls and boys
- Learners from different faiths
- Learners with emotional, behavioural or social needs
- Disaffected learners
- Looked after children

At our school, we are fully committed to inclusion; however, we are aware that in exceptional circumstances, the needs of the individual child might not be met or that the inclusion of the child in mainstream education "is incompatible with the efficient education of other children." (SEN Code of Practice. DFES 2001)

Consultation

This policy was developed in conjunction with teachers, teaching assistants, parents, pupils and governors and with referral to current DDA legislation.

Relationship to other policies

This policy should be read in conjunction with the school's Teaching and Learning Policy; Assessment Policy; Feedback and Marking Policy; Homework Policy; SEN; Able, Gifted and Talented Policy and Single Equality Scheme.

Roles and Responsibilities

Head Teacher

The Head Teacher will ensure that:

- All staff are fully aware of inclusion issues
- All staff receive training appropriate to their needs and responsibilities
- All available support is effectively deployed and that teaching assistants are actively involved in planning
- Support from external agencies is sought and deployed as appropriate
- Parents and carers are actively involved in the education of their child and receive appropriate information about their child
- All reasonable steps are taken to ensure that disabled children are not placed at a substantial disadvantage compared to non-disabled children.

The Head Teacher can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. The 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. 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.

In exceptional circumstances we may decide that disapplication is the correct procedure to follow. We would only do this after consultation with parents and the Local Authority (LA). 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 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.

Staff

All staff are expected to:

- Recognise the range of groups of children who may be represented in 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 for learning or behaviour, able, gifted and talented children; children who are at risk of disaffection or exclusion; travellers; asylum seekers; Children 'looked after' by the local authority; other children, such as sick children, young carers and those children from families under stress.
- Ensure all children have a right to individual help and respect from their teachers and other staff.
- Ensure all children should have access to all aspects of the Curriculum at their level.

- Ensure that the well-being of all children is fostered, and children are given extra support when experiencing difficulties.
- Use the full range of differentiation strategies to ensure that all learners have the opportunity to access the curriculum and make progress and adopt teaching methods that reflect the differing learning styles of the individuals in the group
- Address the literacy and numeracy needs of each individual and make full use of ICT in the provision of learning opportunities for all learners
- Make use of all available data for identification, targeting and early intervention of all learners with additional educational needs, setting appropriate yet challenging targets for improvement
- Monitor progress against targets and share the information with children.

Ensure that the work undertaken by disabled 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;
- 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.

Parents

Parents are encouraged to meet regularly with school staff to discuss their child's learning and progress. They are encouraged to talk to the school about any issues out of school which may have an impact upon their child's learning.

Governors

Governors are responsible for ensuring that all relevant elements of the Disability Discrimination Act are adhered to and that the school monitors the effectiveness of its inclusion policies through the Single Equality Scheme.

Arrangements for monitoring and evaluation

The Head Teacher will report to the learning committee on progress made by identified groups of pupils through data analysis of external and teacher assessments. The progress of these groups will be recorded as part of the school self evaluation.

To be Reviewed: Summer 2024