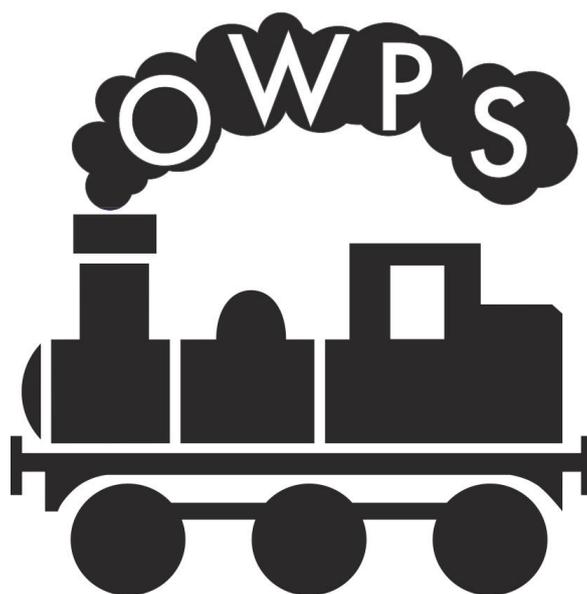


Orton Wistow Primary School



Inclusion Policy

Status	Statutory
GB Monitor	Performance and Management
Staff Lead	Linda Harries
Senior Lead	DH
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Date Agreed:	
Headteacher:	
Chair of Governors:	

Key - Highlighted areas indicate changes made to this new version of the policy

Inclusion Policy

(To be read in conjunction with our policies on English as an Additional Language (EAL), Equal Opportunities, **the Most Able**, Racial Equality and Special Educational Needs (SEN).)

1 Introduction

1.1 At Orton Wistow Primary School we value the individuality of all our children. We are committed to giving them all 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, **gender-identity, race, religion or belief, sexual orientation** or social background in accordance with the requirements of The Single Equality Act 2010.

2 Aims and objectives

2.1 Our school aims to be a fully inclusive school. We actively seek to:

- remove barriers to learning and participation that might hinder or exclude individual pupils, or groups of pupils, thereby making equality of opportunity a reality for our children;
- plan a curriculum that meets the specific needs of individuals and groups of children;
- set suitable learning challenges for all;
- respond appropriately to children's diverse learning needs;
- ensure the achievement and well-being of different groups of children within our school:
 - girls and boys;
 - minority ethnic and faith groups;
 - children who need speak English as an additional language;
 - children with special educational needs;
 - children from low income families who are entitled to free school meals;
 - children whose education has been disrupted by illness, or breaks in their schooling for other reasons;
 - **LGBT pupils, as well as pupils who don't conform to gender norms,**
 - **most able, gifted and talented children;**
 - children who are at risk of disaffection or exclusion;
 - travellers;
 - asylum seekers.
- provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children, (this might include speech and language therapy or mobility training).

2.2 We achieve educational inclusion by continually reviewing the attainment and progress of each of the groups listed in 2.1 above, asking 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 groups who are not achieving as well as they should and for those who are working at above age related expectations?**
- are support strategies and interventions for such groups effective?
- are we successful in promoting social, racial and cultural harmony, and preparing pupils to live in a diverse society?

3 Teaching and learning

- 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 and experiences of all their children and to plan appropriate, well-matched learning activities for all. **For some children, we may use the Programmes of Study from earlier or later key stages.**
- 3.2 When the attainment of a child falls significantly below the expected age-related 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 exceeds the expected level of attainment, or teachers identify they have the potential to do so, we seek to extend the breadth of work within the area or areas for which the child shows particular aptitude. In very exceptional cases, work from a later key stage may be used to extend these children.**
- 3.3 Teachers are familiar with the equal opportunities legislation covering race, gender and disability (see our Equal Opportunities Policy).
- 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;
 - observe any particular religious practices in relation to their clothing or daily routines;
 - are taught in groupings that allow them all to experience success;
 - use learning resources which 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;
 - participate fully, regardless of disabilities or individual needs.

4 Children with disabilities

- 4.1 Some children in our school may have 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. The school fully meets the requirements of the Equality Act 2010, in relation to disability discrimination (see our Disability Non-Discrimination Policy). All reasonable steps are taken to ensure that children with disabilities are not placed at a disadvantage compared with their peers.
- 4.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry to our school also allow wheelchair access. We have specialist desks and chairs for pupils with limited motor-coordination skills. Our accessibility plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.
- 4.3 Teachers modify teaching and learning expectations as appropriate for children with disabilities. 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 children with disabilities the opportunity to develop skills in practical aspects of the curriculum.
- 4.4 Teachers ensure that the work undertaken by disabled children:
- takes account of their pace of learning and the equipment they may need to 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 in which 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, for example, 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;
- is assessed in ways which reflect children's 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 or support services. In such cases, teachers work closely with these specialists to support the child (see our Special Educational Needs Policy).
- 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/carers and the Local Authority (LA). The school's governor with responsibility for special educational needs would also be closely involved in 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.

6 Inclusion and racism

- 6.1 The school implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). 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 race or ethnic background. All racist incidents are recorded and reported to the governing body by the headteacher. The school contacts parents or carers of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

Inclusion and Anti-Bullying

Pupils have a right to a safe, secure and happy school experience which includes promotion of anti-bullying behaviours for all pupils including vulnerable groups, and is supportive to those who may be a participant or an aggressor of bullying behaviour - please see Anti-Bullying policy.

7 Summary

- 7.1 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.

8 Monitoring and review

- 8.1 This policy is monitored by the governing body, and will be reviewed every three years or earlier if necessary.

