

Palace Wood Primary School

Inclusion Policy



Written by	Rebecca Tye
Ratified by Governors	Summer 2022
Date for Review	Summer 2025

This policy has been impact assessed by Rebecca Tye in order to ensure that it does not have an adverse effect on race, gender or disability equality

Introduction

Our aim at Palace Wood Primary School is to value the individuality of all of our children. We are committed to giving each child at our school every opportunity to achieve the highest of standards, to foster an attitude of caring for learning and enabling the opportunity for every pupil to shine. This policy helps to ensure that this happens for all the children in our school – regardless of disability, their age, gender, ethnicity, attainment or background.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement. Anytime any non-inclusive practice is noted, the member of staff will be spoken to and appropriate action will be taken.

Aims and objectives

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for all 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;
- disadvantaged children (Free School Meals and Pupil Premium)
- children who need support to learn English as an additional language;
- children with special educational needs
- children with disabilities or medical needs
- gifted and talented children
- any children who are at risk of disaffection or exclusion
- travellers
- Looked after children and children previously in care.

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
- a commitment to the 'Every Child Matters' agenda
- commitment to the 'Extended Schools' provision

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?
- are we successful in promoting racial harmony in preparing pupils to live in a diverse society?
- do we provide every opportunity for all our pupils to have a participatory role in every aspect of their school life?

Teaching and learning style

We aim to give all children at Palace Wood Primary School 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 to their potential. We maintain an ongoing assessment of each child's progress and teachers use this information when planning their lessons thereby enabling them to take into account the abilities of all their children.

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

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
- 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

Children with disabilities

Some children in our school 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 amended Disability Discrimination Act that came into effect in 2010 (Equality Act 2010) and the Special Educational Needs and Disabilities code of practice ; 0 – 25 years June 2014 (updated May 2015).

Teachers modify learning and teaching 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.

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

- 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.

Disapplication and modification

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.

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 outside agencies if they are involved. The school's governor with responsibility for special educational needs and disabilities 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.

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.

Summary

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

Governors

Our governor for Inclusion is Sharon Goodwins. She meets regularly with the SENCO to discuss inclusion and the progress of identified groups.

Monitoring and review

This policy is monitored by the governing body, and will be reviewed every year.