



Inclusion Policy

for

**Canon Popham Church of England (VA)
Primary & Nursery School**

**Working Together
We Learn and Grow**

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APPROVED:	DATE: 14 July 2017
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Vision Statement

Our vision is to work together as a Christian community to nurture our children within a happy, stimulating and caring school.

A place where:

- *Christian values are at our heart: endurance, compassion, thankfulness, forgiveness, justice and hope*
- *Everyone is unique and welcome*
- *We respect and care for everyone and everything around us*
- *High standards are expected and achievements celebrated so that everyone is able to reach their full potential*
- *Self-esteem and confidence are nurtured on a journey of self-discovery*

Everyone Matters!

Introduction

The vision statement of our school has at its heart the value that we place on every individual. We are committed to giving all of our children 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 are important and follows the ideal that 'Every Child Matters'. This is as relevant today as it ever has been. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Please read in conjunction with the following school policies:

- Special Educational Needs;
- Gifted and Talented Children;
- Disability Equality;
- Gender Equality;
- Racial Equality;
- English as an Additional Language
- Supporting Children with Medical Needs

Aims & Objectives

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. 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;
- children with special educational needs;
- gifted and talented children;
- children in receipt of free school meals;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children who are at risk of disaffection or exclusion;
- travellers and asylum seekers.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges through differentiated tasks and strategies;
- 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.)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves 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 children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?
- do we provide equal opportunities for all – during class and out of class?

Teaching and Learning

Please see our Teaching and Learning policy.

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement.

We analyse at least termly 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 learning outcomes informing us of each child's progress, the teachers then use this information to inform future planning. It enables them to 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 whilst not working at the age related expectations that their peers may be engaged in. This requires well planned and careful differentiation to ensure that every child makes the progress within each lesson that they are capable of.

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.

Pupil friendly IEP's are used and all children have a one to one mentor meeting with their teacher at least termly so that pupils voices are heard and so they have a clear understanding of what they have achieved and what they need to do next.

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. In some instances separate after school sessions are used in addition to the expected 'in class' differentiation to extend children's learning and provide additional challenge (e.g. level 6 maths group)

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

Teachers ensure 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.

We regularly work with a wide range of specialists who we welcome into school to support our children. These include the ASD team, Speech and Language therapists, visual and hearing impairment specialists, educational psychologists, family support workers etc

In addition we have a full time member of staff who is a trained Learning Mentor and 2 members of staff who are CAF trained. All the above provide support and advice for teachers and also families. Where advice is given on amendments or modifications that should be made to allow individual children to maximise on their learning opportunities we expect staff to act upon.

Children with Disabilities

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the majority of entrances are now equipped with ramps to allow wheelchair access.

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.

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, communication 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.

In response to the Disability Act 2001, the Governing Body pay due regard to;

- a) accessibility to the premises for all stakeholders,
- b) accessibility within the premises for all persons,
- c) accessibility to the curriculum for all pupils.

The following persons monitor and evaluate the above, to ensure the statutory requirements of the National Curriculum are met for all pupils.

- SENCO,
- Premises committee of the Governing Body,
- Headteacher.

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 and in full consultation with parents. We follow the guidance given in the annual Assessment, Recording and Reporting Arrangements Booklet.

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 the Local Education Authority. 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.

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.

Racism and Inclusion

The school has 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 ethnic or social background.

All racist incidents are now recorded and reported to the governing body by the Headteacher. The school contacts parents of those pupils involved in racist incidents or comments. Further details are to be found in the school's Racial Equality Policy.

Homophobia, Transgenderism and Inclusion

We are aware that in recent times there has been an increasing awareness of the difficulties that some and any such incidents will be treated seriously, following the same procedures as for other bullying.

Reasonable adaptations will be made for any pupil who is undergoing/dealing with the transgender process.

Staff are expected to challenge any inappropriate use of language, such as the use of the term 'gay' to ensure that a genuinely inclusive atmosphere of mutual respect is achieved.

Summary

In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.