



# Inclusion Policy

<b>Policy Owner</b>	Mrs Donna Mould
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<b>Governor Signature</b>	
<b>Governor Name</b>	Ms Bridget Ball
<b>Governor Role</b>	SEND Link Governor

<b><i>Admin use only</i></b>	
<b>Location</b>	
<b>Website</b>	
<b>Learning Platform</b>	
<b>Policies File</b>	
<b>Staff room</b>	
<b>Headteacher's File</b>	
<b>Policies Log updated</b>	





## Loxdale Primary School Policy for Inclusion

(See also policies on English as an Additional Language (EAL); Equal Opportunities; Racial Equality; Special Educational Needs)

### 1 Introduction

At our school, 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 matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

### 2 Aims and 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 that 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 and/or disabilities (including SEMH needs)
- able, gifted and talented children
- children who are at risk of disaffection or exclusion
- travellers
- 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
- 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 sensory processing support, and any other specific needs led support.)
- adapting teaching strategies to support the learning of all.
- the use of specific resources to support the needs of individuals.
- seeking advice and/or recommendations from specialists and other professionals.

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 to the best of their ability?
- Are outcomes appropriate using the new Birmingham Toolkit?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?
- What are the gaps in learning that need to diminish?

### 3 Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We ensure that quality first teaching is a priority for all. We regularly 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, and take into consideration their





specific starting points. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all of their children.

For some children, we use the Age Related Expectations (ARE) from earlier key stages or year groups. This enables all of our children to make progress from their starting point, perhaps after significant amounts of time spent away from school.

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 and abilities. 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, providing frequent opportunities for application of skills and challenges to broaden knowledge and master the curriculum expectations at an appropriate academic level.

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

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;
- 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 and make progress;
- participate fully, regardless of disabilities or medical needs.

#### 4 Children with disabilities

Some children in our school have disabilities. We are committed to meeting the needs of these children, just as we are committed to meeting the needs of all groups of children within our school.





The school fully meets the requirements of the new Equality Act 2010, which replaces most of the Disability Discrimination Acts that came into effect in September 2002 and in 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

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 for our school allows wheelchair access. In addition, we have disabled toilets in school, as well as lift access to the first floor.

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 and timetables where necessary. In their planning, teachers ensure that they also give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. Teachers ensure that any resources and/or equipment that is needed is readily available on a daily basis.

Teachers ensure that the work undertaken by children with disabilities:

- 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 in which children are unable to manipulate tools or equipment, or use certain types of materials and resources
- 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.





## 5 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 with the advice of other professionals/specialists. The school makes every effort to meet the learning needs of all of our 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 and/or through planning an individual curriculum. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child and any recommendations are carefully put in place to meet the individual needs.

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 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.

Should we go ahead with modification or disapplication, we would follow the guidelines and requirements set out in the current Education Act and ensure that the Local Authority are consulted and notified.

## 6 Inclusion and racism

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 or carers of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.





## 7 Summary

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

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

Signed: \_\_\_\_\_  
Chair of Governors

Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
Date: \_\_\_\_\_  
Inclusion Link Governor

Signed: \_\_\_\_\_  
Date: \_\_\_\_\_  
SENDCo/Inclusion Manager

