



**Deanery C.E. Primary School**  
Academy Status

# **Inclusion Policy**

**October 2016**

## **1. Introduction**

- 1.1 In line with the Equality Act (2010), at Deanery we value the individuality of all of the children in our care. 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 age, gender, attainment, ethnicity, religion, disability, social background, sexual orientation or gender reassignment.

## **2. Aims and objectives**

- 2.1 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 all our children. We make this a reality through the consideration we give to the different 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;
- children who are Gifted or Talented;
- children who are at risk of disaffection or exclusion;
- children who are disabled or have medical needs;
- travellers;
- asylum seekers

- 2.2 The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. These needs are met by our considering the following key questions:

Are we:

- setting suitable learning challenges and targets;
- 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 – disabled children and children with SEN. (This includes speech and language therapy and mobility training).

- 2.3 In line with the Equality Act (2010) and the Public Sector Equality Duty Guidance (2012), we achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Does this policy / decision remove or minimize disadvantages suffered by pupils with particular protected characteristics?
- Do we need to adopt different approaches for different groups of pupils?
- Is there any way we can encourage these groups of pupils to become more involved with the school or open up opportunities for them that they wouldn't otherwise enjoy?

## **3 Teaching and learning style**

- 3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We track and analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make on-going

assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

- 3.2 To avoid a child experiencing substantial disadvantage or to pre-empt any possible disadvantage, reasonable adjustments may be made to promote access to the learning, referring to the guidance of the Reasonable adjustments for disabled pupil's documentation (2012).
- 3.3 Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area / areas for which the child shows particular aptitude.
- 3.4 Staff are familiar with the relevant equal opportunities legislation covering race, gender and disability, through both CPD and whole school training.
- 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;
  - 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 disability or medical needs;
  - have a positive image of pupils with SEND.

#### **4 Children with disabilities**

- 4.1 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 September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.
- 4.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning. Some entrances are wide enough for wheelchair access; we have portable ramps for exits that are not currently wheelchair accessible.
- 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 they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. This is often done with the guidance of outside agencies such as PDSS (Physical Difficulty Support Service).
- 4.4 Teachers 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 design and technology.
- Uses assessment techniques that reflect their individual needs and disabilities.

**5 Inclusion and discrimination**

5.1 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 recorded and reported to the governing body and the LA by the Head Teacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the schools Equality Policy.

**6 Summary**

6.1 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.

7 This policy is monitored by the Governing Body, who ensure the school complies with public sector equality, SEND related legislation and the general and specific duties. It ensures that the policy and its related procedures and strategies are implemented.

The Policy will be reviewed yearly.

Policy written by Helen Coupe	-	September, 2009
Policy reviewed and amended by Jill Sharp	-	September, 2013
Policy presented to Governing Body	-	December 2013
Policy reviewed and amended by Jill Sharp	-	September, 2014
Policy reviewed and amended by Matthew Walker	-	November 2015
Policy reviewed and amended by Matthew Walker	-	October 2016

Signed \_\_\_\_\_

Date \_\_\_\_\_