

Burton Agnes C of E Primary School



Inclusion Policy

Review September 2020

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Inclusion Policy

Introduction

The Vision Statement of our school talks of valuing the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school-regardless of their age, gender, ethnicity, attainment or background.

Aims

We aim to provide a stimulating learning environment across the whole curriculum, which maximises individual potential and ensures that pupils of all abilities are well equipped to meet the challenges of education, work and life.

This will be achieved by

- Providing a curriculum to promote the full range of learning, thinking and life skills
- Providing a broad, balanced and relevant curriculum
- Using flexible and responsive teaching and learning styles
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society
- Developing a close partnership with the whole community

We aim to be an inclusive school and offer equal opportunity to all groups of children within the school.

These can include:

- Boys and girls
- Pupils from minority faiths, ethnicities, travellers
- Pupils who have English as an additional language
- Pupils who have Special Educational Needs
- Pupils who are gifted and talented
- Pupils who are looked after children
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children under stress
- FSM
- Disadvantaged
- Incomers

We aim to provide a curriculum that meets the needs of all the pupils, individuals and groups by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individual groups of children

We aim to provide a happy, healthy and safe school by:

- Recognising and celebrating the skills, talents, contributions and diversity of all our pupils
- Providing a high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of pupils
- Listening and responding to the concerns of children and parents
- Taking care to balance the needs of all members of the school community

We secure inclusive education for our pupils by reviewing and evaluating what is done:

- Does each child achieve as much as they can?
- Are there differences in the achievements of different groups of children?
- What is in place for children who are not achieving their potential?
- Are our actions effective?
- Are all our pupils happy to be in our school and enjoy their learning experiences?

Teaching and Learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all their children. For some children, we use the programmes of study from earlier key stages.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by adjusting work to address their individual need or supporting the child further to understand.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers use extend the breadth of work within the area or areas for which the child shows a particular aptitude ensuring the children experience a deeper understanding with their learning before moving them on.

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.

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 children's work, or through provision of additional learning resources, additional support and movement between classes. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

If, in exceptional cases, we may decide disapplication or modification is the correct procedure to follow we would only do this after consultation with parents and the Local Authority. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement.

All policies within the school support inclusion and are reflected in school development planning.

The practice within school reflects our inclusive ethos from individual lesson planning responding to pupil diversity, to material resources being used to support learning and participation for all.

This policy will be reviewed in September 2020