



Parrett and Axe C of E, VA Primary School

Policy on Inclusion

1 Introduction

The mission statement of Parrett and Axe states the school's commitment to promoting the rights and responsibilities of the entire school community as being fundamental to the ethos of the 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 race, ethnicity, attainment, age, disability, gender or background.

2 Aims and objectives

- 2.1 Our school aims to be a rights respecting and 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;
 - children with special educational needs;
 - able, gifted and talented children;
 - children who are at risk of disaffection or exclusion;
 - children with disabilities
- 2.2 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:
- quality first teaching including differentiation
 - setting suitable learning challenges
 - responding to children's diverse learning needs;
 - using a range of teaching styles to accommodate the different learning styles
 - 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 including speech and language therapy.
- 2.3 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?

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. Through pupil tracker we 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. This enables teachers to plan from where their

children are at, take into account the abilities of all their children, and differentiate work accordingly. Teachers plan according to the stage, rather than the age of their children, perhaps using the programmes of study from earlier years or key stages. This enables some of our children to make progress in their own lessons.

- 3.2 When the attainment of a child falls significantly below the expected level, teachers help the child to succeed by planning work that is in line with that child's individual needs, and providing appropriate support. 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.
- 3.3 Teachers are familiar with the equal opportunities' legislation covering race, ethnicity, gender and disability.
- 3.4 Teachers ensure that all children are familiar with their rights and responsibilities in accordance with the Convention on the Rights of the Child, and so
 - 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;
 - participate fully, regardless of disabilities or medical needs.

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 with non-disabled children.
- 4.2 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 also allow wheelchair access. Our Accessibility Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.
- 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 that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.
- 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 in which 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;
 - uses assessment techniques that reflect their individual needs and abilities.

5 Disapplication and modification

- 5.1 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 specialists to support the child.

- 5.2 In exceptional circumstances, we may decide that back-yearing, modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents 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.
- 5.3 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.

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. 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. 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, ensure their rights are met, 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.

Reviewed by the Resources Committee

16 March 2021

Date of next review March 2023