



Simonside Primary School Inclusion Policy

Introduction

(To be read in conjunction with the following school policies; Special Educational Needs and Disability Policy, Behaviour Policy, Anti-Bullying Policy, Lunchtime Policy.)

The aims of our school are to value the individuality of all of our children. 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.

We strongly believe in and promote the United Nations Convention on the Rights of the Child. This policy exemplifies these rights and our practice aims to ensure that the following rights are adhered to:

Article 2

Every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

Article 3

The best interest of the child must be a top priority in all actions concerning children.

Article 23

A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with a disability.

Article 31

Every child has the right to relax, play and join in a wide range of cultural and artistic activities

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 we pay to the different groups of children within our school:

- gender
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs

- gifted and talented children
- children who are at risk of exclusion
- travellers and asylum seekers
- Children with disabilities

The EYFS framework and the National Curriculum are our starting points 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, ED Psych support and other professional agencies)
- looked after children (LAC)

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?

Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse on a half termly basis, the attainment of different groups of children to ensure that all pupils are achieving to their potential. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons and for setting up target and intervention groups. It enables them to take into account the abilities of all their children.

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. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials that extend the breadth of work within the area or areas for which the child shows particular aptitude. In discussion with the SENCO, outside agencies may also become involved with particular children.

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

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 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 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.

Racism and Inclusion

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 the school contacts parents of those pupils involved in racist incidents.

Inclusion Leader

Our Inclusion Leader oversees the school's SEND Groups and target/intervention groups. They also deal with a range of external agencies that support children in school. These are revised on a half-termly basis through assessing tracking and through contact with individual teachers. Half-termly progress meetings take place with the Head/Deputy Headteacher and each individual teacher to discuss the progress of children in the class, in particular those children not making appropriate progress. Intervention groups are fluid and can be changed at any time, where it is felt appropriate.

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.

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