



**The RJ Mitchell
Primary School**

Inclusion Policy

Review due September 2018

At this school there is equality in access to the curriculum for every child. No child will be prejudiced against for this subject regardless of nationality, race, gender, religion or sexual orientation. We have reviewed this policy and can confirm that we believe that no individual or group is disadvantaged by the processes outlined. We do acknowledge that our policy is in English and should a family whose main language is other than English, become part of safeguarding processes we will make sure their language needs are conveyed to social care and hold social care to account in providing translation and support services as needed.

This policy has been reviewed and no individual or group in the school community is disadvantaged by the policy and processes. We do acknowledge that this policy is in English and we have families that are speakers of other languages. Should these families be part of child protection processes we will, supported by other multi-agency partners involved, ensure that language is not a barrier to clear access to this policy and the processes that may ensue.

Introduction

The R.J. Mitchell Primary School values 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, resident status, attainment, age, religious belief, disability, sexuality, gender or social or economic background. Inclusion is the responsibility of every person within the school community.

This policy should be read in conjunction with the following policies:

- EAL Policy
- Special Educational Needs Policy
- Gifted and Talented Policy
- Equality Policy
- Pupil Premium

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;
- more able 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, feeding therapy, occupational therapy and mobility training.)

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?

Inclusion refers to every aspect of school provision i.e. the breakfast, after school activities, parents/carer's evenings, open evenings, enrolments, events, breaks and lunchtimes, school trips and parent helpers.

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 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. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, 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. Where the attainment of a child significantly exceeds the expected levels 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.

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

Children with disabilities

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 Disability Discrimination Act that came into effect 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 main school entrances are wide enough for wheelchair access, all classrooms have wheelchair access from their outside area door and we have a lift allowing wheelchair access to the upper part of the building.

Our Access Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

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.

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;
- 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.

English as an Additional Language and Ethnic Minority Groups

We aim to provide a culturally inclusive curriculum which reflects and extends the experience of all children who have English as an additional language. Levels of English language are monitored through our EAL data and National Curriculum data. Extra provision is provided for those children who need support in the social and/or cognitive aspects of language. This support is recorded in their Termly Learning Agreement which is shared with parents/carers. Support is provided, when required, for parents who do not speak English, to enable them to access information e.g. interpreters for parent consultations. Children are tracked within ethnicity groups to enable the school to monitor progress and support any under-achievement.

Looked After Children

Children who are looked after by the local authority (in foster care) have a Personal Education Plan, which is reviewed regularly with Family Services, foster carers and all those involved with the child. Social and academic achievement of Looked After Children is closely tracked and early intervention implemented to meet needs.

More Able children

The school's aim is to ensure suitable provision for this group of learners in which ever areas they show ability. The provision will be an integral part of teaching and learning within a culture which is both challenging and enriching.

Within this group there will be pupils who are:

- skilled in a range of subjects both in and out of the school arena

Teachers should be aware that children develop at different rates and potential is never fixed. A wide range of identification strategies will be used and school will work together with parents to maximise achievement.

Special Educational Needs

Twenty per cent of children will have a special need at some point in their school career. This may be temporary or complex and long term and will fall into one of the following categories:-

- Communication and Interaction;
- Cognition and Learning;
- Behaviour, Emotional and Social Development;
- Sensory and/or Physical Needs.

The majority of children's needs are met within the school setting at the SEN Support level of the Code of Practice for Special Needs and the school provides parents/carers and staff with a Termly Learning Agreement and Provision Map detailing '**additional to**' or '**different from**' intervention and individual targets.

For a small number of children the school needs to access expertise from outside Agencies. If this is the case your child will be referred to the appropriate professional and new individual targets will be drawn up, some of which will relate to the experts' advice.

A small number of children with severe, complex and long term needs may be referred to the local authority for a statutory assessment, which could result in an Education Health Care Plan (EHCP) being given. This will document the child's needs and mandatory provision.

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

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.

Monitoring and review

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

This policy was implemented in September 2016

This policy will be reviewed in September 2018