

Grove Road Primary School



Inclusion Policy

Policy Review	
Review Schedule	Every 3 years
Reviewing Committee	Teaching & Learning
Date of Last Review	September 2016
Date of Next Review	September 2019

Head Teacher Signature	Date Signed
Chair of Governors Signature	Date Signed

1. INTRODUCTION

Grove Road Primary School provides a broad and balanced curriculum and we have high expectations for all of our children. Using the National Curriculum as the starting point for planning, the teachers set suitable learning challenges to meet the children's diverse learning needs. We value all children regardless of age, ethnicity, disability, gender, sexual orientation, attainment or background and ensure that they are given opportunities to learn in a safe and caring environment.

2. AIMS AND OBJECTIVES

2.1 It is our aim to be a fully 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 must be a reality for all of our children. We make this a reality through the attention we pay to the different individuals and 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
- Able, gifted and talented children
- Children who are at risk of disaffection or exclusion
- Traveller
- Asylum seekers

2.2 The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting appropriate learning challenges;
- responding to the diverse needs of the children;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities to meet the needs of individuals or groups of children (this includes physiotherapy and speech and language therapy)
- commitment to the Core aims for Children and Young People (Every Child Matters).

2.3 We achieve educational inclusion by continually reviewing what we do, by asking ourselves these 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?

2.4 This policy should be read in conjunction with other policies such as the Teaching and Learning Policy, Curriculum Policies, Assessment Policy, Home Learning Policy, Behaviour Policy, Anti-Bullying Policy, SEN Policy and the school's Equality Plan. The Accessibility Plan should also be read in conjunction with this policy.

3. TEACHING AND LEARNING STYLES

3.1 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 adapt programmes of learning from a previous phase delivered in age related interest level. This enables children to make progress within their own attainment level.

3.2 When the attainment of a child falls significantly below the expected level - using formative and standardised assessments - teachers enable the child to succeed by planning work that is in line with their child's individual needs. 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 demonstrates a particular aptitude.

3.4 Teaching and support staff are familiar with the equal opportunities legislation covering race, gender and disability.

3.5 Teachers and support staff 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;
- Are able to wear clothing that is appropriate to their religious beliefs and participate in activities safely
- 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 Grove Road Primary 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. Grove Road meets the requirements of the 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, within its resources and Health and Safety consideration, which allows disabled children full access to all areas of learning. The school's Accessibility Plan is reviewed on an annual basis to identify how we meet the needs of all our children and their families.

4.3 Teachers modify their learning and teaching expectations as appropriate for children with disabilities. For example, they may be given additional time to complete certain activities or 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 and support staff 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, for example, using vision or hearing 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 allows 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;
- takes account of pupils whose disabilities impact upon their behaviour and make reasonable adjustments to accommodate this.

5. DISAPPLICATION AND MODIFICATION

5.1 The school, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Grove Road's 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 planned learning or through the provision of additional learning resources. When necessary, we also support learning through the involvement of appropriate external specialists. In such cases, teachers work closely with them in order to support the child.

5.2 In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. This would only be undertaken following detailed consultation with parents. The school governor with responsibility for additional learning needs would also be closely involved in this process. Grove Road would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

6. INCLUSION, TOLERANCE & ANTI-BULLYING

6.1 The diversity of the society in which our children are living, is addressed through the planned 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 their gender, sexual orientation, ethnicity or social background. All racist, homophobic and bullying incidents are recorded and reported to the Governing Body by the Head Teacher. The school contacts parents of those pupils involved in racist or bullying incidents. (Please refer to the Anti-bullying Policy for details of what constitutes a racist incident.)

7. PARENTAL INVOLVEMENT

7.1 At Grove Road Primary School we work very closely with parents and carers to ensure that all children reach their full potential. Parents can meet with their class teacher, Special Educational Needs Co-ordinator or Head Teacher, by appointment, to discuss any aspect of their child's learning or for pastoral support.
