

Inclusion Policy

We at Cranwell Primary School are committed to giving all our children every opportunity to achieve the highest standards. This Policy helps to ensure that this happens for all the children and Staff in our School, regardless of their age, gender, ethnicity, attainment or background. This policy is written with the 'Equality Act 2010' in mind

Aims and Objectives

Our School aims to be an inclusive School. 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, including:

- Girls and boys.
- Minority ethnic and faith groups.
- Children who need support to learn English as an additional language (EAL).
- Children with Special Educational Needs and Disabilities
- Gifted and talented children.
- Any children who are at risk of disaffection or exclusion.

The National Curriculum is our starting point for planning a Curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Setting a positive learning ethos throughout the School.
- 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 and mobility training.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve as much as they can?
- 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?
- Which interventions are working and why?

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 of their children. For some children, we use the programmes of study from earlier Key Stages. This enables some of the children to make progress in their own School 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. They may support from wave 2 groups or consult the School's SENDCO, parents and pupils in this and in drawing up an I.E.S.P (Individual Education Support Plan) When assessing the progress of children that are not working within the National Curriculum levels, PIVATS may be used to help monitor specific needs. Please refer to the schools SEND information report, found on the website.

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.

Teachers and Teaching Assistants 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.
- Have high expectations, to promote success and independence.
- 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.
- Are encouraged to participate fully, regardless of disabilities or medical needs.

Children with Disabilities

Some children in our School have disabilities and consequently need additional resources. The School is committed to providing an environment that allows these 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. See Access Disability Policy.

Teachers modify teaching and learning as appropriate for these children, for example, they may give additional time to children with disabilities to complete certain activities. 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 for these 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 where children are unable to manipulate tools or equipment, or use certain types of material.
- Allows opportunities for them to take part in educational visits or other activities linked to their studies. Arrange reasonable adjustments according to specific needs. Also to prepare further risk assessments when needed.
- Includes approaches that allow hearing-impaired children to learn about sound in Science and Music, and visually-impaired children to learn about light in Science, and to use visual resources and images both in Art and ICT.
- Uses assessment techniques that reflect their individual needs and abilities.
- The 'Inclusion Development Programmes' are consulted as they are part of government strategy to improve outcomes for children with special educational needs disabilities.

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. Access arrangements are made accordingly for individuals during classroom assessments.

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's Children's Services. 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.

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. We acknowledge that the Whole School have a valued commitment to inclusion and work together in providing a positive learning environment that recognises, provides for, and meets the needs of all pupils.

Current research and analysis include using:

- 'Inclusion' Development Programmes
- Mainstream inclusion, special Challenges, strategies for children with BESD
- Using Lincolnshire's ladder of behaviour support.
- Using emotional coaching to support pastoral and emotional needs.
- Using STAPS teaching teams to find out further information regarding individuals learning.