



# Inclusion Policy

**November 2017**

**Approved by the Governing Body Strategy Group 15/11/17**

**This Policy is due for renewal in Term 1  
2018–19**

# INCLUSION POLICY

## OF

### GODINTON PRIMARY SCHOOL

#### **SECTION ONE – INTRODUCTION**

1.1 At Godinton Primary School we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

#### **SECTION 2 – AIMS AND OBJECTIVES**

2.1 Our school is 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:

- girls and boys;
- minority ethnic and faith groups;
- children in receipt of pupil premium;
- children who need support to learn English as an additional language;
- children with special educational needs and disabilities;
- gifted and talented children and those who are academically more able;
- Children in Care
- Any children who are at risk of disaffection or exclusion.

2.2 We plan a curriculum that meets the specific needs of individuals and groups of children. We do this 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 either internally or by calling upon the support of outside agencies such as the specialist teaching service as is necessary;
- Providing other curricular opportunities outside curriculum to meet the needs of individuals or groups of children.

2.3 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?

### **SECTION THREE – TEACHING AND LEARNING STYLE**

(See also the school policies on Gifted and Talented and Academically More Able children, Special Educational Needs, Equal Opportunities, Children in Care and English as an Additional Language as well as the Disability Equality Scheme.)

3.1 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 learning expectations from previous year groups as well as supporting the children's learning needs through the use of differentiated educational resources and practical equipment. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

3.2 When the attainment of a child falls significantly below expected attainment within their year group, teachers enable the child to succeed by planning work that is in line with that child's individual needs. This may be achieved through the use of individual targets, a provision map of how their needs are being supported or a care plan to target long term needs. Teachers also differentiate work appropriately to enable the child to succeed. We also generate a year group provision map at the tri – yearly pupil progress meeting which contains a record of all the interventions taking place across the year group for both SEN and non-SEN pupils. This document is used to generate individual provision maps for all children receiving additional support and is sent home to parents with their child's report.

3.3 Where the attainment of a child significantly exceeds the expected level of attainment, teachers may use materials from a later year group when they are certain that pupils have had the opportunity to extend the breadth of their work within the area or areas for which the child shows particular aptitude.

3.4 Teachers are provided, where necessary, with updates in relevant equal opportunities legislation covering race, gender and disability.

3.5 Teachers ensure that 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, especially those which reflect the diverse backgrounds of families within the school community.
- have a common curriculum experience that allows for a range of different learning styles through a multi sensory approach;
- have challenging targets that enable them to succeed;
- are encouraged and enabled to participate fully, regardless of disabilities or medical needs.

## **SECTION FOUR – CHILDREN WITH DISABILITIES**

4.1 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 allow wheelchair access. The site has been assessed for suitability for wheel chair use by a member of the physical and sensory service. Special access arrangements will be made for children with disabilities.

4.2 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.

4.3 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 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 to learn about light in science, and 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.

## **SECTION FIVE – DISAPPLICATION AND MODIFICATION**

5.1 As an academy Godinton Primary School is exempt from following the National Curriculum. We modify our curriculum to ensure appropriate access for all pupils. In line with statutory guidance, we apply any required access arrangements for the statutory assessment test (SATs) in order to enable children to access the tests or will apply for disapplication if required. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through, for example, 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.

## **SECTION SIX – EQUAL OPPORTUNITIES AND RACIAL EQUALITY (Refer also to these specific policies)**

6.1 All school policies have an explicit aim of promoting race equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

Godinton Primary School provides a broad and balanced curriculum for all pupils. The school aims to:

- Setting suitable learning challenges for all pupils
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We recognise that citizenship presents opportunities for encouraging respect for diversity. Our curriculum co coordinators are responsible for ensuring their subject programmes/schemes of work raise awareness of multi-cultural issues and challenge stereotypical views of different racial groups and nomadic communities. In the purchase of resources, our curriculum co coordinators will ensure that materials reflect and celebrate ethnic and cultural diversity.

## **SECTION SEVEN – CHILDREN IN CARE (Previously known as Looked After Children)**

As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CIC) achieve the highest standards they can. To this end, staff will ensure that in delivering the curriculum they set suitable learning challenges of CIC, respond to the diverse learning needs of CIC, and help to overcome the potential barriers to learning and assessment for CIC. The school uses the Kent devised Personal Education Plan as a means of monitoring the progress of Children in Care as well as internal assessment and data analysis.

## **SECTION EIGHT – MONITORING AND REVIEW**

This policy is reviewed annually.

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