



**MONTBELLE**  
PRIMARY SCHOOL

## Inclusion Policy

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# Policy on Inclusion

(see also English as an Additional Language (EAL); Equal Opportunities; Gifted and Talented Children; Racial Equality; Special Educational Needs)

## 1 Introduction

- 1.1 The mission statement of our school promotes valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards and fulfil their potential. We do this by acknowledging pupils' varied life experiences and needs, and work hard to overcome barriers to learning and wellbeing. We offer a broad and balanced curriculum, which takes into account children's interests and learning styles, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that our school promotes an ethos of mutual respect, and celebrates the individuality of all our children, staff and families, irrespective of ethnicity, attainment, age, disability, gender, sexual orientation or background.

## 2 Aims and objectives

- 2.1 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 and our intersection of need:
- girls and boys;
  - minority ethnic and faith groups including travellers;
  - children who need support to learn English as an additional language;
  - children with special educational needs and/or disabilities;
  - able, gifted and talented children;
  - children who are at risk of disaffection or exclusion;
  - persistent absentees and/or school refusers;
  - children supported through Early Help or Child Protection processes;
  - summer born children;
  - children supported eligible for Pupil Premium funding;
  - looked after children;
  - asylum seekers.
- 2.2 The Early Years' Development Matters and 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 EYFS and National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training.)
- 2.3 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?

### **3 Teaching and learning style**

- 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 and complete rigorous gap analysis throughout the year. 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.
- 3.2 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 from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.
- 3.3 Teachers are familiar with the equal opportunities legislation covering race, gender, sexuality and disability and actively promote the British Values of tolerance and respect directly through schemes of work and indirectly in everything we do. In addition, we are a Stonewall champion school and actively promote the 'acceptance without exception' Stonewall value and equality for lesbian, gay, bisexual, and trans people.
- 3.4 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 and gender identity;
  - 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 reasonable adjustments made for them if needed to enable them to access learning activities;
  - have challenging targets that enable them to succeed;
  - participate fully, regardless of disabilities or medical needs.

### **4 Special educational needs and disabilities**

- 4.1 Some children, staff and family members in our school have special educational needs and disabilities. We are committed to meeting the needs of these children and adults, as we are to meeting the needs of all groups within our school. The school fully meets the requirements of the SEND Code of Practice 2014 and the Equality Act 2010 and discrimination of any kind is not tolerated. All reasonable steps and adjustments are taken to ensure that children with special educational needs and disabilities are not placed at a substantial disadvantage compared with non-SEND children.
- 4.2 The school is committed to providing an environment that allows disabled children, staff and families full access. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We have specialist desks and chairs for pupils with limited motor-coordination skills. Our Accessibility Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.
- 4.3 Teachers modify teaching and learning expectations as appropriate for children with special educational needs and 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.
- 4.4 Teachers ensure that the work undertaken by children with special educational needs and disabilities:
- 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.

Further details are to be found in the school's SEND Policy.

## **5 Disapplication and modification**

- 5.1 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 specialists to support the child.
- 5.2 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 LA. The school's governor with responsibility for special educational needs and disability 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.
- 5.3 Should we go ahead with modification or disapplication, we would do so through:
- section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
  - section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

## **6 Inclusion and racism**

- 6.1 The school has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999) and actively promotes and teaches the British Values of tolerance and respect within our whole school community. 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 Head Teacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

## **7 Summary**

- 7.1 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. We also promote inclusion within our wider school community, and respect and equality for all the staff, families and visitors within it.

## **8 Monitoring and review**

- 8.1 This policy is monitored by the governing body, and will be reviewed annually, or earlier if necessary.