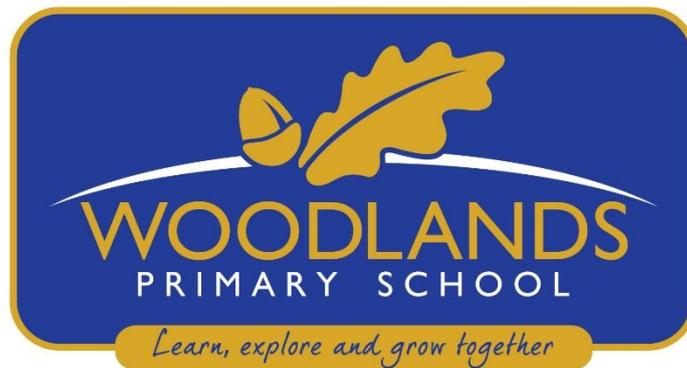


Woodlands Primary School

Inclusion Policy



Written by	Rita Tarrant-Blick
Ratified by Governors	Spring 2021
Date for Review	Spring 2024
Signed – Chair of Governors	
Signed – Headteacher	
Is this an internal or external policy?	Internal
Is this based on a model policy?	No

This policy has been impact assessed by Vicki Lonie in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Inclusion Policy

Introduction

Our aim at Woodlands Primary School is to value the individuality of all our children. We are committed to giving each child at our school every opportunity to achieve the highest of standards, to foster an attitude of caring for learning and enabling the opportunity for every pupil to be empowered and inspired for the next stages in their lives. This policy helps to ensure that this happens for all the children in our school – regardless of disability, age, gender, ethnicity, attainment or background.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement. Anytime any non-inclusive practice is noted, it will be raised with the member of staff concerned and appropriate action will be taken

Aims and objectives

Our school is an inclusive school. This means that equality of opportunity must be a reality for all 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
- disadvantaged children I.e., those pupils for whom we receive Pupil Premium
- children who need support to learn English as an additional language
- children with Special Educational Needs and Disabilities
- children with medical needs
- any children who are at risk of disaffection or exclusion
- children with additional learning needs
- Looked After children and children previously in care

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 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
- a commitment to the 'Every Child Matters' agenda
- commitment to the 'Extended Schools' provision

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?
- Are we successful in promoting racial harmony in preparing pupils to live in a diverse society?
- Do we provide every opportunity for all our pupils to have a participatory role in every aspect of their school life?

Teaching and learning style

See also the school policies on Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL).

We aim to give all children at Woodlands Primary School the opportunity to succeed and reach the highest level of personal achievement and citizenship. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving to their potential. We maintain an on-going assessment of each child's progress and teachers use this information when planning their lessons thereby enabling them to take into account the abilities of all their children.

Teachers 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
- appreciate and value the differences they see in others
- take responsibility for their own actions
- 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 includes a range of different learning styles
- have challenging targets that enable them to strive and push themselves
- are encouraged to 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

2010, Equality Act 2010 and the Special Educational Needs and Disabilities Code of Practice 2014 as updated.

The school is committed to providing an environment, within its resources, that allows disabled 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. We use specialist furniture and equipment as and when necessary for pupils with specific physical needs.

Teachers modify learning and teaching 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 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, 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.

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.

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 outside agencies if they were involved. The school's governor with responsibility for Special Educational Needs and Disabilities 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.

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.

Summary

At Woodlands Primary 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.

Document History	
Date	Summary of changes
Spring 2018	Ratified by Governors
Spring 2021	Reviewed Additional groups added under aims and objectives