



# St Mary's C of E Primary School, Timsbury

## Inclusion Policy

St Mary's CE Primary School values the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all our children. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

### Aims:

St Mary's CE Primary 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 all 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
- Pupils from minority faiths, ethnicities
- Children who need support to learn English as an additional language
- Children with additional learning needs
- Gifted and talented children
- Children with special educational needs
- Pupils who are subject to Child Protection or Child in Need plans
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress
- Pupils with emotional and behavioural difficulties

### Planning and Learning

Our staff plan a curriculum that meets the specific needs of individuals and groups of children. When planning, teachers set high expectations and provide opportunities for all pupils to achieve. Teachers need to be aware that pupils bring different experiences, interests and strengths to school which influence the way they learn. Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability. Teachers need to ensure that teaching assistants have access to relevant planning so that they can support the children appropriately. Teachers should take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments
- Securing their motivation and concentration
- Providing equality of opportunity through teaching approaches
- Using appropriate assessment approaches
- Setting targets for learning
- Developing positive relationships with students
- 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

- Commitment to the Core aims for Children and Young People (Every Child Matters)

Teacher's lesson plans include details of differentiation for Gifted and Talented pupils and those with Special Educational Needs. This can take many forms including:

### **G&T**

Tasks which demand higher-order thinking skills

Access to advanced resources and materials which support the level of challenge

Extension – not 'more of the same' but more appropriate work

Stimulating lessons that have pace so that pupils are motivated by challenge

Flexibility in lesson structure and sequences of lessons

Creative learning tasks which have a degree of open-endedness and uncertainty to permit pupils to impose meaning, make reasoned judgements or produce multiple solutions

The opportunity to take risks in an organised way and sometimes to fail and to work collaboratively

Learning which involves authentic tasks and opportunity for choice and personalisation

We recognise that such learning experiences benefit all students. Therefore, although at times Gifted and Talented children will be offered special learning experiences, most often teachers use an inclusive model of provision. This enables all children to participate in / have equal access to provision that challenges the notion of fixed mindsets and enables children to go beyond their own perception of their of ability.

### **EAL**

- Access to dual language texts, posters and displays
- Access to word banks
- Opportunity for visual literacy techniques such as reading pictures and drama
- Provide opportunity for higher order thinking
- Opportunity for discussion and cooperative learning
- Opportunities to communicate in their first/home language
- Display artefacts and materials which reflect the children's home background
- Encourage children to write their own dual texts, when appropriate
- Plan learning opportunities in lessons which reflect ethnic minority backgrounds

### **SEN**

As above, but in addition:

- Differentiated learning objectives and success criteria
- Adapted and differentiated printed text to improve access and understanding
- Writing frames
- Hands on equipment
- Multi-sensory learning opportunities
- Extra adult support
- Additional visual cues
- Learning opportunities which reflect Single Support Plan targets
- Mixed ability and homogeneous groupings
- Specialised targets which are reflected in planning
- Differentiated homework.

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

The school aims for early identification of special educational needs. This is done through monitoring of achievement, progress and teacher observation. It is the role of the teacher to inform the SENCO of concerns regarding a children's learning. The SENCO then ensures further assessment and support is provided.

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 harmony and tolerance; and in preparing pupils to live in a diverse society?

### **Learning and Teaching Styles**

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.

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 extend the breadth of work within the area or areas for which the child demonstrates a particular aptitude.

Teaching and support staff are familiar with the equal opportunities legislation which is referred to in detail as part of our Equalities and Diversity Policy.

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 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.

### **Children with Disabilities**

The school is committed to providing an environment that allows these children full access to all areas of learning. 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 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 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;
- 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.

### **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. 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. In exceptional circumstances we may decide that disapplication is the correct procedure to follow. We would only do this after consultation with parents and the Local Authority (LA). The school's governor with responsibility for special educational needs may also be 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 St Mary's CE Primary School we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Adopted by the Governing Body: 2015  
First Review: July 2017  
Second Review: June 2019

Signed: \_\_\_\_\_ Chair of Governors

Next review due: June 2021