

Goodrich Community Primary School



Inclusion Policy

Goodrich Primary School values the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest of standards as outlined in the school's mission statement – High standards for All. We do this by taking account of pupil's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all our children. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

This policy should be read in conjunction with the school policies on:

SEN

Attendance and Punctuality

Behaviour for Learning

Health and Safety

Accessibility

Aims

Our school aims to be an inclusive school. We actively seek to enable children to overcome potential barriers to learning and participation in school that could hinder or exclude individual children or groups of children. This means that equality of opportunity becomes a reality for our children. We seek to achieve this through the attention we pay to the individual and groups of children currently within our school.

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with additional learning needs
- Gifted and Talented children
- Children who are at risk of exclusion
- Travellers
- Asylum seekers / transient children

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these through:

- 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
- When necessary, learning is supported through the involvement of appropriate external specialists.

Teaching and Learning 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 so as to meet their needs.

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 individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials to extend the breadth of work with the area for which the child demonstrates a particular aptitude, so as to achieve greater depth.

Teachers and Learning Support staff ensure that children:

- Feel secure and know their contributions are valued.
- Appreciate and value the differences they see in others.
- Take responsibility for their own actions.
- Use materials that reflect a range of social and cultural backgrounds without stereotyping.
- Have challenging targets that enable them to succeed.

Teachers and Learning Support staff ensure 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 the using of, for example, visual 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.
- Assessment techniques that reflect their individual needs and abilities.

Children with Disabilities

All reasonable steps are taken to ensure that children with disabilities are not placed at substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment, within its resources and Health and Safety considerations, which allows disabled pupils full access to learning. Please see the school's Accessibility Plan.

Headteacher signature: _____

Chair of Governors: _____

Reviewed date: January 2019

Next Review date: December 2021