

# Inclusion Policy



2017/18



## **Aims Of Handsworth Primary School “A School With Great Expectations”**

At Handsworth primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self worth, self confidence, the ability to take responsibility for their own individual actions and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children's learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment and learning.

### **Equal opportunities**

At Handsworth Primary school we believe that every child is entitled to equal access to a broad and balanced engaging curriculum, regardless of race, gender, class or disability. We positively celebrate diversity and difference.

### **Inclusion**

- We are committed to promoting a learning and teaching environment for all that embeds the values of inclusive educational practices.
- We aim, through a child centred approach, to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

## Introduction

At Handsworth we are committed to inclusion and promoting the reality that 'Every child does matter'. Our Inclusion policy provides as our starting point our commitment to removing barriers and creating inclusive cultures and practices. Our School Development Plan aims to make our commitment to inclusion a reality, with particular priorities identified. Our Inclusion policy is reviewed annually to ensure that we continually reflect and evaluate the school's progress in developing inclusive policies and practices.

Inclusion forms an integral part of all our policies, however, this '*umbrella*' policy should be read in conjunction with the following school policies: English as an Additional Language; Equality; Gifted and Talented; Special Educational Needs; Child Protection; Attendance; Disability Equality Scheme; Anti-bullying; Behaviour and Learning and Teaching Policies.

We are committed to giving all of 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 for all our children. The achievements, attitudes and well-being of all our children matter. Our Inclusion policy helps to ensure that our school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

## 2 Policy 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 we pay to the different groups of children within our school.

- Girls and boys;
- Ethnic and faith groups;
- Children who need support to learn English as an Additional Language (EAL);
- Children with special educational needs
- Gifted and talented children
- Children who are at risk of disaffection or exclusion
- Children where there are concerns due to poor attendance, child protection or looked after children;
- Travellers and asylum seekers.

2.2 The National curriculum and Foundation Stage 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 that are differentiated;
- Responding to children's diverse learning needs and styles of learning;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities outside the Foundation Stage and National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy, occupational therapy, mobility training and mentoring).
- Providing additional support for children where required to further support their learning and to enable them to achieve their individual targets.

2.3 We achieve educational inclusion by continually reviewing what we do.

Ensuring that we **Create Inclusive Cultures** where we;

- build a community where everyone is made to feel welcome.
- Children help each other and staff collaborate with each other
- There is a partnership between staff and parents and carers.
- Staff and children treat one another with respect.

Ensuring that we **produce inclusive policies** that are developing the school for all where:

- We ensure that the building is physically accessible to all people.
- The children, staff and stakeholders feel valued.
- Pastoral and behaviour support policies are linked to curriculum development and learning support policies.
- Barriers to attendance are identified and reduced.
- There is a whole school culture regarding zero tolerance to bullying.
- Support for those learning English as an additional language is co-ordinated with learning support.
- Staff professional development activities help staff respond to pupils' needs.

Ensuring that we **evolve inclusive practices** so that;

- Children are actively involved in their own learning.
- Lessons develop an understanding of difference.
- Teaching is planned with the participation of all students in mind.
- Homework contributes to the learning of all.
- Children are encouraged to learn both independently and collaboratively.
- Learning Support Assistants support the learning and participation of all children.

Ensuring that we **mobilise resources** so that:

- Staff expertise is fully utilised.

- Community resources are known and drawn upon.
- School resources are distributed fairly so that they support inclusion.

### 3. **Learning and Teaching Style**

- 3.1 We aim to give all our children the opportunity to succeed and reach their 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 and their differentiated needs.
- 3.2 When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that contains suitable challenge whilst meeting the child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers differentiate to extend the breadth of work within the area or areas for which the child shows particular aptitude. The school provides a wide range of extra curricular clubs to support children's participation and acquisition of new skills and develop their interests and global achievements.
- 3.3 Staff are familiar with the relevant equal opportunities legislation covering race, gender and disability.
- 3.4 Teachers ensure that children:
- Feel secure and know that their achievements 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;
  - Have a common curriculum experience that allows for a range of different learning styles;
  - Have challenging targets that enable them to succeed;
  - Are encouraged to participate fully, regardless of disabilities or medical needs.

### 4. **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 internal entrances are wide enough for wheelchair access, and the designated point of entry for our school also allow for wheelchair access to the school. Our facilities include ramps to the main entrance and hall, a medical room and disabled toilets.

4.2 Teachers modify learning and teaching as appropriate for these children. For example they may give additional time to complete a task. 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 required in oral work or when using, 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 all children to participate 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. Previously, a Learning Support Assistant has supported a child with a physical disability to access the P.E swimming curriculum by supporting him in the water for these sessions.
- Uses assessment techniques that meet their individual needs and abilities.

4.4 In response to the Disability Act 2001, the governing body is currently reviewing, through the School Development Plan, how the school can be made more accessible.

4.5 Some pupils have a Health Care Plan (HCP) or an Education Health Care Plan (EHC Plan) to support their medical needs and inclusion. Relevant members of staff working with these pupils receive training so that they can support the child as set out in the HCP.

4.6 Reasonable adjustments are made e.g. classroom re-organisation, to support children with disabilities such as wheelchair use, visually or learning impaired.

## **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 the learning through appropriate external specialists. In such cases, the adults supporting the child work closely with these agencies.

- 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 Local Authority. The schools governor with responsibility for inclusion and special educational needs 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 schools resources before considering such action, through an Education Health Care Plan.

## **6. Racism and Inclusion**

The school has implemented the recommendations of the Stephen Lawrence Inquiry: MacPherson Report (1999). The diversity of our society is celebrated and addressed through 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 incidences are formally recorded and reported to the Governing body and the Local Authority by the head teacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the schools Racial Equality Policy. All pupils are assessed to ensure that each child makes good progress for them. School assessment and data from Raise on Line and Fischer Family Trust data is analysed by the senior leadership team and EAL co-ordinator to ensure that all identified groups of children make their expected level of progress. Data and assessment form part of performance management and the monitoring cycle as all stakeholders are accountable for pupil progress.

At Handsworth the Disability Equality Scheme has been adopted.

## **7 Summary**

In our school the learning and teaching, achievements, attitudes and well-being of every child are important. We follow the necessary regulations as a starting point to ensure that we take the needs and experiences of all our children into account when planning for success and progression. We are working closely with children's services to ensure that there is effective multi-

agency working, information sharing and training in place to support each child. Staff are aware of new initiatives and systems that are in place, such as the Common Assessment Framework, to help ensure we deliver the services and support that is required to each child. At Handsworth we are committed to diminishing difficulties so that all enjoy and achieve.

Date of next review July 2018