



BUTTSBURY
JUNIOR SCHOOL

AN ACADEMY SCHOOL

Inclusion Policy

Maximum Effort for Maximum Achievement

1 Introduction

(To be read in conjunction with the following school policies: Equal Opportunities; Academically More Able Children; Special Educational Needs & Disabilities)

- 1.1 We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, faith, gender 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 children, or groups of children. 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;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children identified with special educational needs and/or disabilities;
- children identified as academically more able;
- vulnerable children;
- travellers, asylum seekers and refugees;
- looked after children;
- children who are eligible for free school meals.
- children entitled to pupil premium funding

- 2.2 The National Curriculum is our starting point 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 children;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. This includes the use of all appropriate outside agencies such as Speech and Language Therapy, SEND services, Occupational Therapy, Behaviour Support, the use of Inclusion Partners and access to services for emotional and mental well-being.

- 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 children 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 regularly analyse the attainment of different groups of children to ensure that all children are achieving as much as they can through our own professional observations and assessments. We also make use of data such as the information provided in Analyse School Performance (ASP) and internal assessment data. We 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 and needs of all their children. Intervention groups are also put in place where required as a result of this rigorous monitoring of all children's progress and attainment.
- 3.2 When the attainment of a child falls below the expected level, Teachers enable the child to succeed by planning work that is in line with that child's individual needs. This may involve the Inclusion Manager either in planning and/or delivering an intervention programme. We have a team of Teaching Assistants who have developed areas of expertise which we can use to the children's' advantage. Where the attainment of a child significantly exceeds the expected level of attainment, Teachers use extension materials to extend the breadth of work and deepen their understanding within the area or areas for which the child shows particular aptitude as well as weekly enrichment groups. We have regular pupil progress meetings and continually review and develop this area of work. We continue to introduce new initiatives.
- 3.3 Policies are in place which ensure that Teachers and Support Staff are familiar with the relevant equal opportunities legislation covering race, gender and disability.
- 3.4 Teachers ensure 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;
 - are encouraged to participate fully, regardless of disabilities or medical needs.

4 Children with disabilities

- 4.1 The school is committed to providing an environment that allows all children full access to all areas of learning. With the support of the Governors and Local Authority (LA) we will make whatever provision is appropriate and proportionate to allow access to our school. We have disabled toilet facilities with hand rails.
- 4.2 Teachers modify teaching and learning as appropriate for all children. We look at each case on an individual basis and aim to provide the best possible environment and learning experience.
- 4.3 Teachers ensure that the work for any children with 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 provide 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, when appropriate, 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; and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.
- takes account of any advice given by outside professionals such as Speech Therapists, Occupational Therapists or Inclusion Partners.
- in response to the Equality Act (2010) the Governing Body has produced an action plan and publishes its equality aims.

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 agencies 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 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 If any modification or disapplication was required, we would follow:

- 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 Racism and inclusion

6.1 The diversity of our society is addressed through our schemes of work, visits and visitors, and assemblies, which reflect the programmes of study of the National Curriculum. Our PSHE Scheme of Work helps us to address these issues. Teachers are flexible in their planning and offer appropriate challenges to all children, regardless of ethnic or social background. All racist incidents are recorded and reported to the governing body by the Headteacher. Any incidents deemed to be racist should be discussed with a member of Senior Leadership Team (SLT). The school contacts parents of those children involved in racist incidents.

7 Summary

- 7.1** In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

Monitoring and Review

Policy Date: Spring 2020

Review Date: Spring 2021