



ST. JAMES' CE FIRST SCHOOL & NURSERY

INCLUSION POLICY

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Inclusion Policy

To be read in conjunction with the HAT Child Protection Policy

Introduction

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 children. The achievements, attitudes and well-being of all our children matter and this is embedded through our visions and values to ensure it is at the forefront of all decisions that are made in school. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims and objectives

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. We make this a reality through the attention we pay to the variety of different groups of children within our school.

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 and targets for learning;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Identifying 'ways-in' as varied starting points allowing all children to access learning in their own individualised way
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

We achieve educational inclusion by continually reviewing what we do, making changes as they are required and adapting to meet the changing needs of each of our children.

Teaching and learning style

We aim to give all our children the opportunity to succeed, flourish and reach the highest level of personal achievement through quality first teaching. We analyse the attainment of different groups of pupils to ensure that all pupils are being enabled to be their best. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons and differentiating activities. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from earlier key stages.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.

Where the attainment of a child significantly exceeds the expected level of attainment teachers work on deepening the knowledge of the child around the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Teachers ensure children have a voice and can be a part of shaping their learning journey. Parents and external agencies may also be a part of this.

Children with disabilities

Some children in our school may 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 including physical activity.

All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access

Teachers modify teaching and learning as appropriate for all children's needs by identifying ways in which each individual can access the curriculum objectives and full school offer according to specific needs.

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. 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 consulting with the CEO of the Academy Trust. The school's governor with responsibility for special educational needs may also be involved in this process.

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.

Racism and inclusion

The diversity of our society is addressed through our 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. Our behaviour policy states the school's protocol for tackling racism. All racist incidents are recorded and reported to the Local School Committee by the Headteacher. The school contacts parents of those pupils involved in racist incidents.

Summary

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.