



Castlecroft Primary School

Policy for Inclusion

Head Teacher: Mr A Dyll

Reviewed: October 2017

1. INTRODUCTION

Castlecroft Primary School believes that the individuality of all our pupils is something to be valued and cherished. We are therefore committed to giving each child every opportunity to achieve the highest standards. This policy is about some of the ways in which we can ensure that this happens for all the children at our school, regardless of their age, gender, ethnicity, attainment or background.

2. AIMS & OBJECTIVES

Our principal objective is to be an inclusive school, fostering an atmosphere of co-operation and respect among all parties involved in our school community: pupils, teachers, support staff, parents, volunteers and other visitors to school.

The main aim is that equality of opportunity must be a reality for all our children. We can make this a reality through the attention we pay to the many different groups of children within our school:

- Girls and boys
- Minority ethnic and faith groups
- Children needing support to learn English as an additional language
- Children with Special Educational Needs
- Children who are in the care of a Local Authority or foster family, as a designated Looked After Child
- Children with disabilities and long-term medical conditions
- Children in families with parents who have long-term medical conditions
- Children from families that are deemed to be under stress
- Children of different abilities across a spectrum of school activities, including Literacy, Maths, Science and foundation subjects
- Children who may be at risk of disaffection or exclusion
- Children from families of travellers, asylum seekers or refugees

We aim to plan a curriculum that meets the needs of specific individuals and groups, via the following strategies:

- Setting suitable learning targets
- Responding to diverse learning needs
- Taking steps to overcome potential barriers to learning
- Providing plenty of opportunities to excel in areas of the wider school curriculum
- Promoting an ethos throughout school based on an understanding of what it means to be Ready, to be Respectful, to be Honest and to be Safe – so that we can continue to treat others as we ourselves would like to be treated

We aim to achieve educational inclusion by regularly reviewing what we do, asking the following key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children whom we know are not achieving their best?
- Are our actions effective? How do we know?

This policy will be reviewed yearly to ensure that all reasonable steps are planned for. Measures identified will be incorporated into the School Improvement Plan where appropriate and any necessary Staff training will be identified by the Senior Management Team.

3. TEACHING & LEARNING STYLE

(Please see also our policies on SEN, VI, Equal Opportunities, LAC, Supporting Medical Conditions and PSHE; and our current Accessibility Plan)

In order to give children the chance to succeed and reach the highest level of personal achievement, teachers will take into account the abilities of all their children. For some children, we may use programmes of study from earlier Key Stages, which enables them to make progress in their own lessons at their own rate. For others, we may seek to extend or deepen understanding or widen the breadth of work within a particular curriculum subject so that the child can develop in areas where they show a special aptitude.

All teachers are encouraged to make sure that every reasonable effort is made to ensure that our 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
- Participate in school activities safely, wearing clothing that is appropriate to their religious beliefs
- Are taught in groups that allow them to experience success
- Use materials that reflect a range of social and cultural backgrounds without cultural and gender 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

Some children in our school may have disabilities that require additional support. The school is committed to providing an environment that allows these children full access to all areas of learning. Teachers will modify teaching and learning as appropriate for these children, ensuring that the children have the opportunity and resources to develop skills in practical aspects of the curriculum.

Teachers will take every reasonable care to ensure that the work for these children:

- Takes account of their pace of learning and the equipment they need
- Takes account of the effort and concentration needed in oral work or when using 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
- Includes contact with relevant support agencies in order to develop approaches that allow maximum access to the curriculum
- Has assessment techniques that reflect their individual needs and abilities

5. DISAPPLICATION & MODIFICATION

The school will, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances and we make every effort to meet the learning needs of all our children with recourse to these measures through greater differentiation or through the provision of additional learning resources. Where relevant, we also support learning through support from external agencies working in liaison with the class teacher.

Where modification or disapplication is the best procedure, the school will have detailed consultation with parents and the Local Authority, usually also involving the school governor with responsibility for SEN. However, we make every effort to provide necessary support from within school's resources before considering this move. Should we go ahead with modification or disapplication, we would do so through Sections 364 and 365 of the Education Act 1996, which allows temporary modification or disapplication of the National Curriculum, or elements of it.

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