

Castlefields Primary School



Inclusion Policy

Review date	Spring 2025
Next review date	Spring 2026
Responsibility	Headteacher/ Governors
Document location	Comp 2/Policy Docs

Inclusion Policy

Introduction

At Castlefields Primary School we value the individuality of all children. We are committed to giving all 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. 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

Castlefields Primary School aims to be a fully 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
- Minority ethnic groups and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Gifted and talented children
- Children who are at risk of disaffection or exclusion
- Travellers and asylum seekers
- Children with disabilities
- Pupils who are subject to Child Protection or Child in Need plans

Our curriculum has been planned and sequenced, with the National Curriculum as the starting point. When planning, leaders and teachers have high expectations and provide opportunities for all pupils to achieve. Pupils take part in lessons fully and effectively.

Castlefields Primary School develops pupils through our Character Education work. The specific character values promoted at Castlefields School are:

Teamwork

We work together.

We are friendly and we support each other.

We allow others to join in.

Empathy

We are kind to each other.

We understand the feelings of others.

We think about the way other people may be feeling.

We try to see the world through someone else's eyes.

We understand other people may see or feel things differently to us.

Respect

We know we are all different.

We treat everyone with dignity and kindness.

We are kind, polite and show good manners.

We act with the needs, feelings and rights of others in mind.

Ambition

We are proud of our achievements.

We have the desire and want to do well.

We are determined and we work hard to achieve success.

Resilience

We never give up.

We recover quickly from difficulties.

We find strength to keep going, even when things are hard.

Independence

We have courage in ourselves.

We have our own thoughts and feelings.

We do not rely on others to do things for us.

Planning and Learning

To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability. Teachers need to ensure that teaching assistants have access to relevant planning so that they can support the children appropriately. Teachers should take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments
- Securing their motivation and concentration
- Providing equality of opportunity through teaching approaches
- Using appropriate assessment approaches
- Setting targets for learning
- Developing positive relationships with children
- 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 of children
- Commitment to the Core aims for Children and Young People (Every Child Matters)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these 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 pupils to live in a diverse society?

Learning and Teaching Styles

We aim to give all of 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 and to ensure we are trying to narrow any gaps. 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.

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 child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child demonstrates a particular aptitude.

Equal Opportunities

Teaching and support staff are familiar with the equal opportunities legislation covering race, gender and disability.

Teachers and support staff ensure that all 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
- Participate fully regardless of disabilities or medical needs

Children with Disabilities

The school is committed to providing an environment that allows these children full access to all areas of learning.

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 these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers and support staff ensure that the work undertaken by disabled 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 when, for example, using vision 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 wherever possible
- Includes approaches that allows hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science and also 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 pupils whose disabilities impact upon their behaviour and make reasonable adjustments to accommodate this

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. 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 specialists to support the child. In exceptional circumstances we may decide that disapplication is the correct procedure to follow. We would only do this after consultation with parents and the Local Authority (LA). The school's governor with responsibility for special educational needs would also be 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.

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.

Inclusion – Racism and Homophobic Bullying

The diversity of the society in which our children are living, is addressed through the planned schemes of work which reflect the programmes of study of the National Curriculum, particularly through our PSHE Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist and homophobic incidents are recorded and reported to the Governing Body by the Head teacher. The school contacts parents of those pupils involved in these incidents. Further details are to be found in the schools Behaviour and Anti-Bullying Policy.