



**Park Road Sale**  
Primary School

## **Inclusion Policy**

**Ratified:**

**Reviewed by Full Governing Body:**

## **INTRODUCTION**

Inclusion is a term used to describe the process of ensuring equality of learning opportunities for all children and young people. It is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusion is about the quality of each child's experience; how they are helped to learn, achieve their full potential and participate fully in the life of the school.

Inclusion does not mean that all learners necessarily learn in the same way or together, but that practices are adapted to take account of all learners' individual needs so that all pupils can access a broad and balanced curriculum. This policy helps to ensure that our school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

### **AIM**

At Park Road Sale we value the individuality of all children. We are committed to giving all our children every opportunity to achieve to their full potential. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. Our school is committed to promoting equality of opportunity in all aspects of school life, based on the understanding that all people are different but equal. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- Girls and boys;
- Minority ethnic and faith groups;
- Looked after children;
- Children who need support to learn English as an additional language;
- Children with additional learning needs;
- Children with disabilities or medical needs;
- More able students;
- Disadvantaged pupils;
- Transgender children;
- Children who are at risk of disaffection or exclusion;
- Travellers and asylum seekers;
- Refugees;

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. Many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. We aim to identify each child's needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We endeavour to provide a non-threatening and supportive environment in which all individuals are entitled to learn, teach or work and in which individuals are valued and self-esteem enhanced. We encourage the children to think about and take responsibility for the impact of their words and actions so that they can participate in the promotion of a more caring, responsible and inclusive society based on mutual respect.

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 pupils to live in a diverse society?

The data we gather throughout the year and the annual point scores, help us to monitor and review our children's progress against these criteria.

## **TEACHING AND LEARNING STYLES**

We aim to give all 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 to the best of their ability. We also make ongoing assessments of each child's progress. Teachers use this information when planning lessons. At Park Road Sale we provide "Quality First teaching" to ensure all children make progress. Children working below the expected level are identified and interventions are planned to support the children in the identified areas. 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 their individual needs. Where the attainment of a child exceeds the expected level of attainment, teachers use materials to extend the breadth of work within the area or areas for which the child demonstrates an aptitude.

Teachers and support staff ensure that all children:

- Feel safe, 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 SPECIAL EDUCATIONAL NEEDS OR DISABILITIES**

We are fully committed to meeting the needs of all children at Park Road Sale including those children with special educational needs, disabilities and medical needs. The school strives to meet the requirements of the Disability Discrimination Act that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. The school is committed to providing an environment, within its resources and Health and Safety considerations, which allows disabled children full access to all areas of learning. Classroom entrances are wide enough for wheelchair access, and three of our four designated points of entry allow wheelchair access. Our Accessibility plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with special educational needs or with disabilities. For example, they may be given additional time to complete

certain activities or modify teaching materials. An example of this would be providing coloured overlays for children with dyslexic type tendencies. We try to ensure that all pupils are involved in school trips and produce risk assessments for each trip we undertake.

Teachers and support staff ensure that the work undertaken by children with special needs or 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, 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;
- 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, where necessary, modify or disapply the National Curriculum and its assessment arrangements. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. At Park Road Sale we achieve this through greater differentiation of planned learning or through the provision of learning resources. When necessary, we also support learning through the involvement of appropriate external specialists. In such cases, teachers work closely with them to support the child. In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. This would only be undertaken following detailed consultation with parents. The school 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. However the final decision is the Headteachers.

## **INCLUSION AND RACISM**

Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. Our curriculum reflects a range of social and cultural backgrounds. All racist incidents are recorded and reported to the Governing Body by the Head Teacher. The school contacts parents of those pupils involved in racist incidents.

### **Use of Exclusion**

At Park Road Sale we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion. Exclusion is an extreme sanction and is only administered by the Headteacher. See our Exclusion Policy.

## **MONITORING AND REVIEW**

This policy is monitored by the Governing Body, and will be reviewed every 2 years.

