

All Saints Primary School , Alrewas.

Inclusion Policy.

Why Inclusion?

The Mission Statement of our school talks about the commitment of all the staff and governors to the individuality of all our pupils. We are committed to giving our children every opportunity to achieve the highest of standards, regardless of their age, gender, ethnicity, attainment or background. The school is about to begin working towards the 'Inclusion Quality Mark', which will show that the school ensures that diversity is valued, that all pupils and staff are treated with dignity and respect and that staff work together as a team to ensure all individual needs are met. The school is also involved in the 'Dyslexia Friendly Schools Initiative', which will endeavour to identify and provide for those pupils who have specific learning difficulties.

Aims and Objectives.

Our school aims to be an inclusive school. 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 with special educational needs
- Gifted and talented children

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Providing other curricular opportunities outside the National Curriculum to meet the needs of groups or individuals

Inclusion is a process that requires continual review through asking ourselves:
Do all our children achieve as much as they can?
Are there any differences in the achievement of different children?
What are we doing for those children we know are not achieving their best?
Are our actions effective?

Teaching and learning style

[See also policies on Able Child, Special Educational Needs, Equal Opportunities]
We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all their children. For some children we use the programmes of study from earlier year groups. At other times teachers plan work that will enable the child to succeed at their own level and speed of learning. Where a child is exceeding the expected level of attainment, teacher will use materials from a higher year group, or extend the breadth of work within the area for which the child shows a particular aptitude.

Teachers ensure that children;

- Feel secure and know their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Are taught in groups that allow them 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 learning styles
- Have challenging targets that enable them to succeed
- Are encouraged to participate fully, regardless of disabilities or medical needs.

Children with disabilities.

Some children in our school do have disabilities and may need additional resources. The school is committed to providing an environment that allows such children full access to all areas of learning. There is wheelchair access to all lower ground floor areas. Where appropriate, teaching and learning is modified for these children. For example, they may give extra time for children to complete activities.

Teachers ensure that the work for these children:

- Takes account of their pace of learning and the equipment they use
- Takes account of the amount of effort and concentration needed in oral work
- Is adapted to offer alternative activities in those subjects where children are unable to manipulate tools or equipment, or 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.

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. This would only be done in exceptional circumstances, and after all other avenues had been explored, including using external specialists.

Any modification or disapplication would be done through:

- Section 364 of 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.

Summary

In our school the teaching and learning, achievements, attitudes and wellbeing 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 and achieving.

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