

TOTTENHALL INFANT SCHOOL



Inclusion Policy

Reviewed September 2019

(See also English as an Additional Language (EAL); Equal Opportunities; Gifted and Talented Children; Racial Equality; Special Educational Needs Policies)

1 Introduction

- 1.1 At Tottenham Infant School we are committed to giving all of our pupils 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 creative curriculum and have high expectations for all pupils. The achievements, attitudes and well-being of all our pupils matter. This policy helps to ensure that this school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background. It ensures that the individual needs of the pupils are recognised and planned for so that each can access the curriculum, learn and make good progress.

2 Aims and objectives

- 2.1 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 and our families. This means that equality of opportunity must be a reality for our pupils. We make this happen through the attention that we pay to the different groups of pupils within our school:

- girls and boys
- minority ethnic and faith groups
- pupils who need support to learn English as an additional language
- pupils with special educational needs and/or disabilities
- able, gifted and talented pupils
- pupils who are at risk of disaffection or exclusion
- travellers
- asylum seekers
- LAC (Looked After Children)
- pupils who have experienced loss or trauma
- other vulnerable groups

- 2.2 The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We meet these needs through:
- setting suitable learning challenges
 - responding to pupils' 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 individuals or groups of pupils.
- 2.3 We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:
- do all our pupils achieve their best?
 - are there differences in the achievement of different groups of pupils?
 - what are we doing for those pupils who we know are not achieving their best?
 - Are our gifted and talented pupils doing as well as they should?
 - are our actions effective?
 - are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

3 Teaching and learning style

- 3.1 We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils during pupil progress meetings to ensure that all pupils are achieving as much as they can. We also make on-going 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 pupils. As part of high quality teaching all teachers constantly assess every child's attainment and progress
- 3.2 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, they extend the breadth of work within the area or areas for which the child shows particular aptitude.
- 3.3 Teachers are familiar with the equalities legislation covering race, gender and disability.
- 3.4 Teachers ensure that all pupils:
- 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 safely in activities wearing clothing that is appropriate to their religious beliefs
 - 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 in school life, regardless of disabilities or medical needs.

4. Children with disabilities

- 4.1 Some pupils in our school have disabilities. We are committed to meeting the needs of these pupils, as we are to meeting the needs of all groups of pupils within our school. The school fully meets the requirements of the amended Disability Discrimination Act. All reasonable steps are taken to ensure that children with disabilities are not placed at a disadvantage.
- 4.2 The school is committed to providing an environment that allows disabled pupils full access to all areas of learning (see accessibility plan). All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We have specialist desks and chairs for pupils with limited motor-coordination skills/mobility. Our Access Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.
- 4.3 Teachers modify teaching and learning expectations as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.
- 4.4 Teachers ensure that the work undertaken by disabled pupils:
- takes account their pace of learning and the equipment they use
 - takes account of the effort and concentration needed in oral work or when using, for example, visual aids
 - is adapted or offers alternative activities in those subjects in which pupils 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 learning
 - includes approaches that allow hearing-impaired pupils 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.

5 Disapplication and modification

- 5.1 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 pupils, without recourse to disapplication or modification. We achieve this through greater differentiation of the pupil's work and 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.
- 5.2 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 the LA. The school's 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.

6 Racial Diversity

- 6.1 The diversity of our school/local community 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. All racist incidents are recorded and reported to the governing body and LA by

the Headteacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

7 Extra-curricular provision

- 7.1 Extra-curricular provision, including after school clubs, concerts, workshops, trips etc. are a valuable part of school provision that can develop and promote individual strengths. Whole school planning will include providing activities to celebrate diversity and meet the needs of different groups within the school. Individual planning may include making provision to meet individual needs, for example, ensuring that a promising athlete can access the necessary clubs.

8 Summary

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

9 Monitoring

- 9.1 Every staff member is responsible for inclusion. However to ensure we are successful the following strategies will be used:
- Regular tracking of pupil attainment through termly target setting meetings
 - Monitoring and assessment schedule
 - Termly review of provision management with the Senior Management and teacher to discuss progress of pupils receiving interventions
 - Annual reviews for all pupils with an Education Health and Care Plan (EHCP)
 - Lesson observations
 - Talking to children and parents
 - Teacher assessment
 - SAT tests
 - Monitoring teacher's plans and children's work

10 Review

- 10.1 This policy is monitored by the governing body, and will be reviewed every two years or earlier if necessary.