



INCLUSION POLICY

As a rights respecting school we recognise:

Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters. (Article 14)

Children who have any kind of disability should have special care and support, so that they can lead full and independent lives. (Article 23)

All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of. (Article 28)

Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and cultures of their parents. (Article 29)

Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not. (Article 30)

Introduction

We value the individuality of all of our children, and that of their families. We are committed to giving all of 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 children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school is able to meet the needs of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims and Objectives

Our school is 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. 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 who need support to learn English as an additional language;
- children with special educational needs;
- children with disabilities;

- children who are in care;
- able, gifted and talented children;
- children who are at risk of disaffection or exclusion;
- children of travelling families

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs 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;

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?

Teaching and Learning Style

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 as much as they can. 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. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

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, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the equal opportunities legislation as outlined in the Single Equalities Policy covering race, gender and disability.

Teachers 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;

- participate safely in 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, regardless of disabilities or medical needs.

Children with Disabilities

Garlinge Primary School and Nursery is a Specialist Resourced Provision (SRP) for children with physical disabilities/impairments. We are as committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the Single Equalities Act. Reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage in relation to disability and compared to non-disabled children.

We ensure our duties within our SRP are met as outlined in our service level agreement with the Local Authority.

The school is committed to providing an environment that allows disabled 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. The school has disabled toileting facilities at both Key Stages 1 and 2, as well as a medical room with a full time Welfare Officer. Please refer to our Accessibility Policy for more information. Our active working party reviews, monitors and evaluates current provision regularly and we work collaboratively within our local area and with Kent to share good practice. Teachers modify teaching and learning expectations as appropriate for children 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.

Teachers 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 using, for example, visual or communication 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.

Modification

The school can, where necessary, modify 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 modification. 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.

Inclusion and Racism

The diversity of our society is addressed through our teaching and learning environment. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or cultural background. All racist incidents are recorded on official school racist incident sheet and passed to the Headteacher. The school contacts parents of those pupils involved in racist incidents. The school monitors the progress of pupils from different ethnic backgrounds.

Summary

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

Monitoring and review

This policy is monitored by the Governing Body, and will be reviewed in three years, or earlier if necessary.

Other Policies

This policy should be referred to and used in conjunction with the following policies of the school:

Accessibility Plan, Anti-Bullying Policy, Positive Behaviour Policy, Safeguarding Policy, SEN Policy, and the Single Equalities Policy.