



INCLUSION POLICY

Introduction

(To be read in conjunction with the following school policies: Equal Opportunities, Gifted & Talented children, Racial Equality, Special Educational Needs).

At Twineham we value the individuality of all our children. We are committed to giving all of our children every opportunity to achieve the highest 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 promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Safeguarding Statement

The safeguarding of children is paramount at Twineham. Specific policies relating to this area are kept in a file in the School Office as well as in the general policies files. All staff are required to read these policies and commit to the high regard safeguarding has at the school and fulfil all safeguarding duties. To this end all visitors supporting the school curriculum will be CRB checked or never left alone with the children and will be supervised by a member of staff (who will be CRB checked as a matter of course). Children are to be reminded about safety and keeping themselves safe and opportunities provided in the curriculum to reinforce this will be taken.

Equal Opportunities

Twineham is committed to providing equality of opportunity and there is a separate Equalities Policy which should be read alongside this policy. Reasonable adjustments to the curriculum will be made to maximise opportunities for all children to access learning and the curriculum. In school every opportunity will be taken to explore equality and the impact of discrimination.

Aims and Objectives

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. This means equality of opportunity must be a reality for our children. We make this reality through the attention we pay to groups of children which may be found, at different times, 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;
 - gifted and talented children;
 - children who are at risk of disaffection or exclusion;
 - travellers and asylum seekers.
 - Children with disabilities
2. 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;
 - providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.
 - Promoting positive images of different groups of people.
3. 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?
 - Promoting “I can”, “we can”, “they can” approach in school.

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 or later key stages.

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 the work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with relevant equal opportunities legislation covering race, gender and disability.

Teachers ensure children:

- feel secure and know their contributions are valued;
- appreciate and value the difference they see in others;
- take responsibility for their own actions;
- participate safely, where necessary, 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;
- are encouraged to participate fully, regardless of disabilities or medical needs.

Activities to Promote Inclusion

There are many activities through which we promote inclusion. A few examples are:

- early diagnosis of children with SEND;
- regular monitoring of the performance of children in different groups (e.g. boys and girls);
- assemblies throughout the year promote mutual understanding, respect and tolerance, as well as the appropriate celebration of differences;
- children's individual achievements are continually recognised and celebrated;
- promoting awareness about everyone having responsibility for everyone to be included and happy at playtimes ensures children who feel isolated have the opportunity to join a group to play with;
- children with SEND are supported for the majority of time in the classroom;
- the Inclusion Policy will be reviewed regularly by staff and governors;

- visitors of a variety of faiths, cultures and disabilities take assemblies, put on shows or lead workshops;
- a variety of charities are supported by the school and people from all walks of life are invited in to take assemblies , including NCH, The St. Patrick's Trust and Barnardos.

Children with Disabilities

Some children in our school may have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning.

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 ensure that the work for these 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 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;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science and use visual resources and images both in art and design and technology;
- uses assessment techniques that reflect their individual needs.

In response to the various Disability Acts and in conjunction with the LEA, the governing body is constantly reviewing how the school can be made more accessible for disabled children.

Disapplication and Modification

The school can, when necessary, modify or dis-apply 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 or 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 agencies to support the child.

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 Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in the 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 diapplication of the National Curriculum, or elements of it, though 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.

Racism and Inclusion

The school has implemented the recommendations of The Stephen Lawrence Inquiry: MacPherson Report (1999). The diversity of our society 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. Any racist incidents are recorded and reported to the governing body and the LEA by the headteacher. Further details are to be found in the school's Race Equality Policy.

Summary

In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure we take the experiences and needs of all our children into account when planning for learning.

