



## **Inclusion Policy**

### **Introduction**

The school policy for Inclusion was developed and agreed by the whole staff and has the full agreement of the Governing Body. The policy was reviewed, updated and ratified by the Governing Body during the Spring Term 2012.

### **Aims**

Ambleside Primary School is committed to providing an appropriate and high quality education to all the pupils living in our local area. We believe that all pupils, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all pupils should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe.

Ambleside Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners (including adult learners in school):

- girls and boys, men and women
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress; the children of young teenage mothers
- any learners who are at risk of disaffection and exclusion

We aim to 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 children?
- what are we doing for those pupils 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?

### **Admission arrangements**

- Pupils with additional educational needs are considered for admission to the school on exactly the same basis as for pupils without additional educational needs.
- There are two reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Pupils identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.
- Admission to reception is on a part-time basis for the first few weeks. These arrangements are flexible to cater for individual needs.
- Prior to starting school, parents/carers of pupils with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified need.

### **Teaching and learning styles**

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. The school will ensure that all pupils have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every pupil's needs. (No pupil will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

Staff will work in a way to avoid the isolation of the pupils they are supporting, and will encourage peer tutoring and collaborative learning.

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and activities may be adapted, or planned separately as appropriate. For some children, we use the programmes of study from earlier key stages. When the attainment of a pupil falls significantly below the expected level, teachers enable the pupil to succeed by planning work that is in line with that pupil's individual needs.

Where the attainment of a pupil significantly exceeds the expected level of attainment, teachers use material from a later key stage, or extend the breadth of work within the areas for which the pupil shows particular aptitude.

Alternative methods of responding or recording may also be planned where this is

appropriate:

- Pupils with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the hidden curriculum and extra-curricular activities are barrier-free and do not exclude any pupils.
- Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

### **Disapplication and modification**

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, 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.

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 Authority. The 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.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the 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.

### **Incorporating disability issues into the curriculum**

- The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage Disabled People to join our governing body.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.
- Ambleside Primary School also recognises the importance of increasing awareness of BSL as a language and has run sessions on it for the pupils to learn basic signs at a lunch club.
- Opportunities to teach the pupils Makaton signs e.g. for signed singing, and using symbols on displays and around the class are optimised.

## **Pupils with disabilities**

Some pupils in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of pupils within our school. The school fully meets the requirements of the *Disability Discrimination Act 2005*. It also completes a Disability action plan which highlights all reasonable steps to be taken to ensure that these pupils are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment that allows disabled pupils full access to all areas of learning. We have specialist desks and chairs for pupils with limited visual skills. Our Access Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all our school has to offer.

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 pupils 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, vision aids;
- is adapted or offers alternative activities in those subjects where pupils are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits, including residential trips, and other activities linked to their studies;
- uses assessment techniques that reflect their individual needs and abilities.

All pupils are welcome at our after-school activities

## **Listening to disabled pupils and those identified with additional needs**

Ambleside Primary School encourages the inclusion of all pupils in the School Council and other consultation groups.

We aim to include pupils in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

Members of staff have on-going training opportunities on issues relating to communication and listening skills.

## **Access to Information**

All pupils requiring information in formats other than print have this provided.

We adapt printed materials so that pupils with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

Ambleside Primary School uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure pupils with additional needs are able to demonstrate their achievement appropriately.

Details of our plan to improve access to information, with targets, are contained in the School's Access Plan.

### **Working with disabled parents/carers**

Ambleside Primary School recognises that there will be a number of disabled parents/carers of pupils within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in the Hall that is accessible.

When a pupil starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc. We ensure that we maintain regular telephone contact with any disabled parents/carers for whom this is their preferred method of communication.

### **Inclusion and racism**

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. All racist incidents are now recorded and reported to the governing body 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.

### **Summary**

In our school we value each pupil 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 for inclusion. This policy has been developed in line with the principles embodied in the Equality Act, 2010.

### **Racial Equality & Equal Opportunities Statement**

All pupils have equal access and inclusive rights to the curriculum regardless of their age, gender, race, ethnicity, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Ambleside Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

### **Accessibility of policy documents**

Parents and carers are welcome to ask for further information about any policy matter. Copies of all current School policies are available for parents and carers to read. A copy of each policy is displayed in the School lobby and all policies can also be consulted online via the School website at [www.amblesideprimaryschool.co.uk](http://www.amblesideprimaryschool.co.uk). The School will try to arrange for the translation or summary of a document when this is requested by a parent or carer whose first language is not English.

## Review

This policy will be reviewed in the Spring Term 2016.

