



**WRAGBY PRIMARY SCHOOL  
INCLUSION POLICY**

**Inclusion Policy**  
**Wragby Primary School**

**Introduction**

Wragby School values the individuality of all children and adults who work within our environment; and we are committed to giving all our children every opportunity to achieve to the highest of standards.

This policy helps to ensure that this happens for everyone, regardless of their age, gender, ethnicity, religion, attainment or cultural or social background. We also aim to ensure that our principles of inclusion include all those parents/carers, other adults and visitors who come into contact with the school and/or our pupils.

The key principles on which we have based our inclusion policy are:

- ✓ Setting good standards early
- ✓ Early intervention
- ✓ Rewarding achievements
- ✓ Supporting behaviour management
- ✓ Working with parents
- ✓ Involving pupils
- ✓ A commitment to equal opportunities
- ✓ Supporting study techniques and opportunities.

**AIMS AND OBJECTIVES**

**Our Children**

The equality of opportunity must be a reality for all pupils. We do this through the attention we pay to the different groups of children we have within our school.

- ✓ Boys and girls
- ✓ Minority ethnic and faith groups
- ✓ Children who require support with English as an additional language.
- ✓ Children with special educational needs
- ✓ Children who may be at any stage of an Education, Health and Care plan.
- ✓ Gifted and talented children
- ✓ Children in care
- ✓ Children receiving free school meals
- ✓ Those from families under stress
- ✓ Any children who are at risk of disaffection or exclusion.

## **Parents and other adults**

We aim to make inclusion a reality for our parents and other adults by:

- ✓ Keeping parents fully informed about issues directly affecting their children.
- ✓ Keeping parents up to date with meetings, events and items of interest, which will help them to feel fully involved in the work of the school.
- ✓ Ensuring visitors to the school are aware of the systems that we operate which are relevant to their role and which make them feel welcome.
- ✓ Ensuring that all staff are fully involved in decision making at an appropriate level, and that channels of communication are reviewed and maintained.
- ✓ Ensuring that all staff are fully involved in our system of performance management.

## **The National Curriculum**

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We aim to provide a curriculum which is balanced and broadly based, promoting the spiritual, moral, cultural, mental and physical development of pupils.

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 extra-curricular opportunities within sport, arts and music.
- ✓ Providing opportunities and access to trips and visitors who will enhance learning
- ✓ Providing non-educational provision opportunities outside of the National Curriculum including speech & language therapy, and physiotherapy where indicated.

## **Teaching and Learning Styles**

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. We continually review our teaching and learning styles. To do this we ask ourselves the following questions:

- ✓ Are all our pupils achieving as much as they can?
- ✓ 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?
- ✓ How effective are our actions/ interventions?

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 their individual needs.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers use material that extends the breadth of work within the area or areas for which the child shows particular aptitude, encouraging the child to embed and master the identified skills.

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

Teachers ensure that 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
- ✓ Are taught in groupings that allows 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 different learning styles
- ✓ Have challenging targets that enable them to succeed
- ✓ Have opportunities to work and learn independently
- ✓ Are encouraged to participate fully in all curriculum areas and extra curricular activities, regardless of disabilities or medical needs.

## **CHILDREN WITH DISABILITIES**

Some children in our school have disabilities and consequently need additional resources. Wragby Primary School is committed to providing an environment that allows these children full access to all areas of learning. All classroom entrances are wide enough for wheelchair access as are the designated points of entry for our school.

Teachers modify teaching and learning as appropriate for these children in the following ways:

- ✓ They may give additional time to complete certain activities.
- ✓ They provide opportunities to develop skills in practical aspects of the curriculum

Teachers ensure that the work they set for these children:

- ✓ Takes account of their pace of learning and the equipment they use
- ✓ 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. Similarly for visually impaired children to learn about light in science and to use visual resources and images in all curriculum areas.
- ✓ Incorporates assessment techniques that reflect their individual needs and abilities.
- ✓ Takes account of the effort and concentration needed in oral work, for example hearing and visual aids.

## **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 children without recourse to disapplication and 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 the 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 governors 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.

If we were to go ahead with modification or disapplication we would do so through:

- ✓ Section 364, Education Act 1996. Allowing modification or disapplication of the National Curriculum or elements of it, through a statement of special educational needs.
- ✓ Section 365, education Act 1996. Allowing the temporary modification or disapplication of the National Curriculum, or elements of it.

## **CHILDREN WITH EMOTIONAL OR BEHAVIOURAL DIFFICULTIES**

Some children may present us with challenging behaviour, or demonstrate a need for attention beyond that which can be dealt with in a normal class situation. In all cases we will take reasonable steps to meet a child's individual needs through:

- ✓ Addressing factors within the class or school which may be contributing to the problem
- ✓ Implementing the Behaviour Policy appropriately
- ✓ Teaching the child alternative behaviours
- ✓ Providing alternative channels of communication
- ✓ Communicating with parents or carers to establish a consistency in approach

- ✓ Establishing targets for behaviour linked to assertive discipline and a positive reward system.
- ✓ Providing support mechanisms in school e.g. a key member of staff; Lunch Bunch; Nurture groups
- ✓ Seeking the support of appropriate external agencies.

### **Risk of disaffection or exclusion**

Wherever possible, early intervention is used to identify and support those children presenting signs of disaffection. Children who are at risk of exclusion are further supported with a pastoral support programme which is a school based intervention strategy aimed to help individual pupils manage their behaviour. Parents and external support agencies are involved with the school in identifying precise and realistic behavioural outcomes for a child to work towards.

### **SUMMARY**

Wragby School believes that the teaching, learning, achievements, attitudes and well being 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 achievement.

### **Review**

This policy will be reviewed every 2 years.

November 2017