



WELLESLEY PRIMARY SCHOOL

Inclusion Policy

Issue No: 10
Date: April 2023

Approved by Governors: 17th July 2023

Inclusion

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Change Record Sheet

Issue No	Date	Summary of Change	Amended by:
7	April 2019	Policy Reviewed	Heather Small
8	April 2021	Policy Reviewed	Heather Small
9	April 2022	Policy Reviewed	Heather Small
10	April 2023	Policy Reviewed	Heather Small

Summary

This policy will be reviewed every year.

This policy has been reviewed to ensure that it meets the requirements of the equalities impact assessment.

We aim to create “ a dynamic and inclusive culture of learning that enables everyone to achieve their potential” (South Glos Community Strategy 2003 p.18)

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"The feeling of belonging...contributes to inner well-being, security and identity. Children need to know that they are accepted for what they are. They should know that what they do can make a difference,,," (SureStart 2002)

*Inclusive settings provide "the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all" (UNESCO's Salamanca statement 1994 p.9)**

"Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging" Early childhood forum

Wellesley Primary School values the individuality of all children. We are committed to giving all of our children every opportunity to achieve their potential by removing barriers to learning. 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 our school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender identity or background and prepares them to become independent citizens in an inclusive society.

Aims:

Our school aims to be inclusive where we actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We believe that equality of opportunity must be a reality for all our children including

- girls and boys;
- minority ethnic and faith groups;
- those using English as an additional language;
- those with special educational needs;
- adopted or looked-after children;
- those with medical needs;
- able, gifted and talented;
- those at risk of disaffection or exclusion;
- LGBT
- travellers;
- asylum seekers.

The National and Early Years Foundation Stage Curricula are a key part in planning a curriculum to meet the needs of all children. In addition we provide intervention programmes to support specific groups and individuals to reach their potential.

We:

- set suitable learning challenges;
- respond to children's diverse learning needs;
- provide an inclusive environment to enable children to learn and feel secure

We achieve educational inclusion by continually reviewing what we do and through asking ourselves key questions:

- Do all our children achieve their personal best?

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- 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 potential?
- Are our actions effective and how can we improve on what we do?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Teaching and learning styles

We aim to ensure that a wide range of teaching styles are used in all subjects on a regular basis. In order to cater for the needs of individuals a great deal of emphasis is placed on teachers engaging in multi-sensory teaching with all of the pupils in their class.

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 year groups or 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 to extend the breadth of work within the area or areas for which the child shows particular aptitude.

Through our teaching we aim to 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;
- become independent learners.

In order to achieve this children 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 and achieve as fully as their disability or medical needs allow.

Teachers:

- consider pace of learning and the equipment used;
- take account of the effort and concentration needed in oral work, or when using, for example, visual aids;
- adapt or offer alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- provide opportunities for participation in educational visits and other activities linked to the curriculum;
- use assessment techniques that reflect children's individual needs and abilities

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The school will work in partnership with outside agencies from both health services (Nurses, paediatricians and specialist therapists from Speech and Language, Physiotherapy and Occupational Health) and services in the Department of Children and Young People including Behaviour and Inclusion Support, Educational Psychology, Education Welfare and Social Care, to support the child.

Disapplication

The school makes every effort to meet the learning needs of all its children, without recourse to disapplication. We achieve this through differentiation by task and outcome and through the provision of additional learning resources.

Children with disabilities

Reasonable adjustments are made to include a child with a disability (Disability and Discrimination Act 1995) Teachers modify teaching and learning expectations as appropriate for children with disabilities in order that they can achieve skills in all aspects of the curriculum for example, they may give additional time to complete certain activities, or modify teaching materials. Any specific environmental need linked to a disability will be met on an individual basis.

Inclusion and racism

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 recorded and reported to the governing body by the head teacher. The school contacts parents of those pupils involved in racist incidents (please see separate policy).

Conclusion

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.