Policy for Inclusion

We provide an inspiring, caring environment, in which we are all challenged to maximise our potential.

All children have a right to be educated with their peer group. At Southfield Primary School, we are fully committed to promoting inclusion of all children, whatever their age, ability, gender, race or background. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school is important.

Our Aim

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and to ensure they achieve their full potential. All children should have the opportunity to join with their peers in the curriculum and life of the school. We aim to pay particular attention to the provision for, and the achievement of, ‘different groups’ within the school, providing extra resources and support, where possible.

At our school, we are fully committed to celebrate inclusion; however, we are aware that in exceptional circumstances, the needs of the individual child might not be met or that the inclusion of the child in mainstream education "is incompatible with the efficient education of other children." (SEN Code of Practice. DFES 2001)

Different Groups in the School

- Girls and boys
- Minority ethnic and faith groups
- Children in receipt of free school meals
- Travellers, asylum seekers and refugees
- Children who need support to learn English as an additional language (EAL)
- Children with Special Educational Needs and Disabilities
- Gifted and talented children
- Children ‘looked after’ by the local authority
- Children of service men and women
- Other children, such as sick children, young carers and those children from families under stress
- Any children who are at risk of disaffection and exclusion.

Roles and Responsibilities

At Southfield Primary School, all staff have a responsibility to promote inclusion.

- It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.
- All children have a right to individual help and respect from their teachers and other staff.
- All children should have access to all aspects of the Curriculum at their level.
The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

**Admissions Policy**

All applications for places at our school will be treated fairly. No child will be refused a place in the school because of their special need, disability, race, gender or background.

However, there may be exceptional circumstances when the school does not feel it is able to provide the specialist care or resources needed to support a child with significant needs. In these cases the school will seek guidance from the Local Authority, who will support the school and family in allocating a suitable place for the child.

We value the importance of effective induction procedures with pre-school visits, parents meetings and review of previous records. Before a child starts school, the Early Years team makes home visits. If the school is aware of special educational needs or disability before a child starts school, we will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the child. Where resources are available, every effort will be made to support a child who has SEND.

At Southfield Primary School every effort will be made to provide support for those families from the ethnic minorities, especially those speak English as an additional language or have come into the country recently. Assistance will be sought from the authority if translation is necessary.

**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. (See SEND Policy) 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 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

Some children 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 children within our school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. *(Disability Equality Policy)* All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

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 a toilet suitable for a wheelchair user located at the front entrance of the school and the building is on a single level so no lifts are required.

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, vision 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 both to learn about light in science, and also to use visual resources and images in art, design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

Disapplication and modification

The school can, where 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 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 Education Authority. The school’s 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.

**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 local authority by the Head Teacher.**

The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school’s Behaviour Policy. 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 bi-annually, or earlier if necessary.