

Glynwood Community Primary School



Inclusion Policy

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1. A Vision for Inclusion

Our vision for Glynwood Community Primary School is a community where:

- ◆ All are inspired towards a positive disposition for learning
- ◆ The diversity of the individual's needs is recognised, respected and valued
- ◆ Openness, honesty and tolerance promote a secure and happy learning environment
- ◆ Everyone feels confident in being a risk-taker, trying the new and questioning the established
- ◆ We take pride in what we do and behave in a manner that promotes respect
- ◆ We are all encouraged and supported in reaching our full potential

Our school aims to be an inclusive school. We recognise diversity and individuality as important and valued aspects of any group or community. In this school the principles of inclusion are considered to be valued for all adults and children.

We pay attention specifically to the needs of our children and strive to give them every opportunity to enjoy a full and happy life at Glynwood Community Primary School, achieving their best and fulfilling their whole potential to ensure a secure and happy future.

In recognising the needs of our children we pay heed to the varied groups within the 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;

- ◆ children with physical needs;
- ◆ gifted and talented children;
- ◆ all children who are at risk of disaffection or exclusion.

We provide for their diverse needs by:

- ◆ setting suitable learning challenges;
- ◆ responding to individual's needs;
- ◆ overcoming potential barriers to learning and assessment;
- ◆ providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children;
- ◆ supporting emotional and behavioural needs;
- ◆ being an advocate for the child first and foremost.

Our teaching and Learning Policy documents our beliefs in ensuring that all children are supported in their learning. We ensure that all children receive their curricular entitlement. Our Policy for Special Educational Needs identifies how we support all children's varied needs.

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

- ◆ do all our children achieve 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?
- ◆ are our actions effective?

2. Teaching and Learning

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 of their children.

When the attainment of a child falls below the expected level, teachers enable the child to succeed by planning work that is in line with child's individual needs. (Differentiation).

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.

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 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 as fully as they are able, despite disabilities or medical needs.

3. Children with Disabilities

When children in our school 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.

All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow wheelchair access. There is wheelchair access to toilets.

Teachers will modify teaching and learning as appropriate for these children:

Teachers will 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 to use visual resources and images both in art and design and in design and technology;
- ◆ uses assessment techniques that reflect the child's individual needs and abilities.

4. 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 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 Authority (LA). 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 should do so in discussion with the LA.

5. Conclusion

In our school the teaching and 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.

We see Inclusion as an umbrella policy that embraces all other policy making. Each time we review a policy we do so with the principles of inclusion at the forefront of our minds.

