



Pentland Primary School



*Every child is special and deserves a great education!
We believe that everyone at Pentland should "Be the very best that we can be!"
and we expect everyone (children and adults) to give their very best!
We believe in celebrating every achievement.*

Inclusion Policy

Inclusion is about treating every person as an individual and seeking to meet their individual needs. These needs may be related to their age, gender, sexuality, physical or mental ability, culture, or religion.

At Pentland, we value the individuality of all of our children. We are committed to giving all of them every opportunity to achieve the highest of standards. We do this by:

- taking account of pupils' varied life experiences and needs
- responding to the learning and emotional needs of the individual pupil
- offering a broad and balanced curriculum
- enabling all children to access and be involved in all areas of school life
- giving opportunities for each individual to succeed
- having high expectations for all children.

The achievements, attitudes and well-being of all our children matter.

We are aware that creating an inclusive school is the responsibility of each member of the community and strive to positively effect pupils' experiences and learning throughout their time at the school.

We follow the guidelines established by the DfEE particularly:

- The National Curriculum Programmes of Study (DfES 2014)
- Special Educational Needs Code of practice (DfES 2014)
- Every child matters: Change for children in schools (DfES 2004)

Aims of the policy

In aiming to be an inclusive school, we actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through identifying then paying particular attention to the provision for and the achievement of the following different groups of learners within our 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 or disability
- able, gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers.
- LAC children
- children who are entitled to Pupil Premium Funding

Implementation of the policy

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs 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;
- working with outside agencies to provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children..

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. In order to achieve this, we analyse the attainment of the 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.

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.

As a whole school we aim to respond to the needs of all children so that they:

- feel secure and know 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 challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

Inclusion issues are discussed at staff meetings both as a particular meeting focus or generally when discussing general school activities. Teachers are familiar with the equal opportunities legislation covering race, gender and disability and whole school training is organised as necessary to promote inclusive practices and staff confidence. This may include the use of external professionals to observe key pupils within lessons and feedback ideas to support the learning of individuals and the establishment of routines.

We strive to work in partnership with parents to ensure that children are participating fully in their learning. Parents are kept informed of their child's progress on a termly basis and, through the home school diaries, made aware of significant achievements throughout the week. There is a Home/School worker who liaises with parents and offers support when necessary.

Children with disabilities

Some children in our school have disabilities. We view disability as a diverse range of ability in the same way as we refer to the capabilities of children without disabilities. There is no expectation of disabled children to perform in a way that would not be expected of children as a whole.

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 Acts that came into effect in September 2002 and in 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with 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. Our Access Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning by giving additional time to complete certain activities.
- takes account of the equipment they use and any modifications made to teaching materials;
- 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 in which 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;
- uses assessment techniques that reflect their individual needs and abilities.

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 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/carers and the LA. The school's LAB member 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 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. All racist incidents are recorded and reported to the Local Advisory Board on a termly basis by the headteacher. The school contacts parents or carers of those pupils involved in racist incidents. Further details are to found in the school's Anti Racist Policy.

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 Local Advisory Board and will be reviewed every 2 years, or earlier, if necessary.

Date of policy: October 2019

Date for review: October 2021