



The Grove Junior School

Inclusion Policy

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Date for review: October 2016

Headteacher: Maggie Clifford

Chair of Governors: Sharon Wyper

Held by: School Improvement Committee.

1 Introduction

At The Grove Junior School, we provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning a curriculum that it is appropriate to the needs and abilities of all our children, meeting the specific needs of individuals and groups. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs, which, encourages and enables each child to reach for the highest level of personal achievement.

We are committed to removing barriers to learning and success, giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment, disability or background.

2 Aims and objectives

2.1 Our school aims to be an inclusive school. This means that equality of access and opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children 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 and or disabilities;
- gifted and talented children;
- any children who are at risk of disaffection or exclusion;
- all vulnerable groups, including Pupil Premium children.

2.2 The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this by paying due regard to the three principles of inclusion:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;

In addition, we are committed to providing additional curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

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

- Do all our children achieve as much as they are able?
- Are there significant 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?

3 Teaching and learning style

3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, our teachers take into account the abilities and prior attainment of all of their children to ensure the relevance and accessibility of all learning tasks. For some children, this may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve.

3.2 When the attainment of a child is below age expected levels, we ensure that appropriate differentiation is employed, enabling the child to succeed by planning work that is in line with that their individual needs.

3.3 Where the attainment of a child exceeds the expected level of attainment, our teachers plan suitably challenging tasks which extend the breadth of work within the area or areas for which the child shows particular aptitude. In addition we work closely with our consortium schools to provide a range of learning challenges which enhance and enrich the experiences of our pupils.

3.4 When planning, our teachers set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. We are aware that pupils bring to school different experiences, interests and strengths which influence the way in which they learn. We are committed to ensuring that our teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

3.5 Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability including: The Equality Act (2010); The Sex Discrimination Act (1975); The Disability Discrimination Act 1995 (DDA), amended in 2003 and 2005 and The Race Relations Act 1976 (RRA) amended 2000

3.6 Our teachers take specific action to respond to pupils' diverse needs by:

- creating effective learning environments
- securing the motivation and concentration of pupils
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches
- setting suitable targets for learning.

3.6i Teachers ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others whether arising from race, gender, ability, disability or religious/cultural beliefs;
- 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;
- are encouraged to participate fully, regardless of disabilities or medical needs.

3.6ii Teachers secure pupils' motivation and concentration by:

- using teaching approaches appropriate to different learning styles;
- using, where appropriate, a range of organisational approaches, such as setting, grouping or individual work, to ensure that learning needs are properly addressed;
- varying subject content and presentation so that this matches the learning needs of the children;
- planning work which builds on the interests and cultural experiences of the children;
- planning appropriately challenging work for those whose ability and understanding are in advance of their language skills;
- using materials which reflect social and cultural diversity and provide positive images of race, gender and disability;

- planning and monitoring the pace of work so that all children have a chance to learn effectively and achieve success.

3.6iii Teachers provide equality of opportunity using approaches that include:

- ensuring that boys and girls have equal access to the same curriculum;
- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes;
- taking account of different ethnic groups:
- avoiding any stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment;
- enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations and reasonable adjustments.

3.6iv Teachers use appropriate assessment approaches that:

- allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means;
- are familiar to the pupils and for which they have been adequately prepared ;
- use materials which are free from discrimination and stereotyping in any form;
- provide clear feedback to pupils to aid further learning.

3.6v Teachers set targets for learning that:

- build on pupils' knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time;
- are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

4 Pupils with special educational needs

When planning for and assessing children with special educational needs, teachers take account of the type and extent of the difficulty experienced by the pupil. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the Special Educational Needs (SEN) Code of Practice. A smaller number of pupils, however, may need access to specialist equipment and approaches, or

to alternative or adapted activities, consistent with school-based intervention, augmented by advice and support from external specialists as described in the SEN Code of Practice, or, in exceptional circumstances, with a statement of special educational need, or Education and Health Care Plan (EHCP). In such cases, our teachers and Inclusion Coordinator, work closely with representatives of other agencies who may be supporting the pupil in order to maximise support and enhance progress.

Teachers take specific action to provide access to learning for pupils with special educational needs by:

- providing for pupils who need help with communication, language and literacy through the use of ICT, signs and symbols and accessible texts;
- planning, where necessary, to develop pupils' understanding through the use of multi-sensory approaches and experiences;
- planning for pupils' full participation in learning and in physical and practical activities using additional support, specialist equipment or adaptation of the task or environment;
- helping pupils to manage their behaviour, to take part in learning effectively and safely by setting realistic and consistent demands, using positive behaviour reinforcement, including the use of appropriate rewards and sanctions as per the school behaviour code;
- using the dedicated SEN teaching room.

5 Children with disabilities

5.1 Some children in our school have disabilities and consequently require the provision of additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. Most of our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow access by wheelchair. The School's Disability Equality Scheme (DES) and Access plan details arrangements for children and staff with disabilities. The school has a lift which enables access to the upper floor of the school.

5.2 Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

5.3 Teachers 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, 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 the children to take part in educational visits and other activities linked to their studies;
- uses assessment techniques that reflect the individual needs and abilities of the children.

6 Pupils Learning English as an Additional Language

Within our school community there are pupils for whom English is an additional language and as such, have diverse needs in terms of support necessary in English language learning. Planning takes account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding is undertaken to confirm that no learning difficulties are present.

6.1 Teachers take specific action to help pupils who are learning English as an additional language by:

- Providing a talk-rich curriculum;
- developing their written English;
- ensuring access to the curriculum and to assessment.

6.2 Teachers recognise that while social English of EAL learners maybe fluent it is still important to develop their curriculum language and written English through:

- ensuring that vocabulary work covers both the technical and everyday meaning of key words, metaphors and idioms;
- explaining clearly how speaking and writing in English are structured to achieve different purposes, across a range of subjects;
- providing a variety of reading material [for example, pupils' own work, the media, ICT, literature, reference books] that highlight the different ways English is used, especially those that help pupils to understand society and culture;

- ensuring that there are effective opportunities for talk and that talk is used to support writing in all subjects;
- where appropriate, encouraging pupils to transfer their knowledge, skills and understanding of one language to another, pointing out similarities and differences between languages;
- building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.
- providing pre-learning opportunities

6.3 Teachers make sure pupils have access to the curriculum and to assessment through:

- using accessible texts and materials that suit pupils' ages and levels of learning
- providing support by using ICT, video or audio materials, dictionaries and translators, readers and amanuenses
- using home or first language, if and where appropriate.

7 Disapplication and modification

7.1 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.

7.2 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.

7.3 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 an Education and Health Care Plan (EHCP);
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

8 Summary

8.1 In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We ensure that we take the experiences and needs of all our children into account when planning for learning so that every child has an equal opportunity to achieve and enjoy full participation in all aspects of school life.

For children who may join our school with no knowledge of English The Grove Junior School follows best practice of immersing them in the class room and providing them with individual support and resources as necessary.

We welcome and celebrate the diversity of languages spoken at The Grove Junior School.