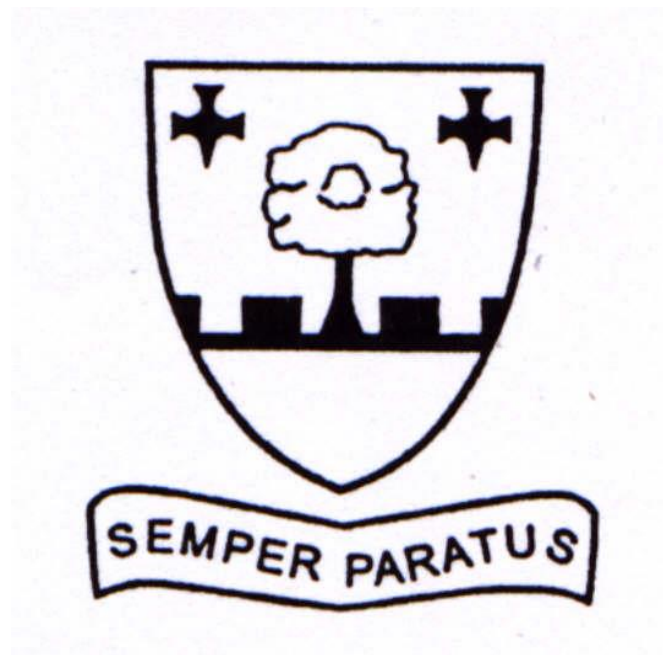


ELMWOOD JUNIOR SCHOOL



INCLUSION POLICY

Issue 6

INCLUSION POLICY

1. Introduction

This policy is one of a series in the School's integrated safeguarding portfolio designed to safeguard children and promote their welfare. It applies to all staff, governors and volunteers working in the School.

We have carefully considered its impact on groups with protected characteristics as part of our on going process to ensure that our policies and procedures are fair and do not prioritise or disadvantage any pupil in line with the Equality Act 2010.

2.1 Inclusion Statement

At Elmwood Junior School the whole school community works together to create a safe and happy environment in which all its members feel that they are valued. By working together and providing challenging experiences and a wide range of opportunities, all members of the community are encouraged to participate fully in the life of the School and fulfill their potential as reflected in our mission statement:

LEARNING TOGETHER
ACHIEVING TOGETHER
BRINGING OUT THE BEST IN EVERYONE

Our school is committed to equality both as an employer and a service provider:

- We try to ensure that everyone is treated fairly and with respect;
- We want to make sure that our school is a safe, secure and stimulating place for everyone;
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same;
- We recognise that for some pupils extra support is needed to help them to achieve and be successful;
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils, parents and carers and through our School Council;
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, culture or national origin; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

At Elmwood Junior School the learning, achievements, attitude and well being of all pupils and staff are of upmost importance. We aim to foster a sense of community and belonging, ensuring that the policies and practices of the School respond to the diversity of the pupils.

The School recognises the entitlement of every pupil to a broad and balanced curriculum that meets the needs of the individual and teachers use a range of teaching styles. There is a wide range of extra curricular activities which extend learning outside the classroom.

The School works closely with a range of other professional bodies, outside agencies and services to ensure all needs are met and that there is high quality provision.

All of the School's policies reflect the principles of our Inclusion Policy. All staff are aware of these principles and adhere to them.

2.2 Aims & Objectives

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 group of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

We monitor the progress of individual pupils and groups termly and put into place interventions to address underachievement. We also monitor the impact of these interventions and adjust as needed. We support pupils with emotional, social, behavioural and mental health difficulties. We aim to prepare all pupils to live in a diverse society.

2.3 We achieve educational inclusion by constantly reviewing what we do:

- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

3. Teaching and learning style

3.1 We recognise that children learn in different ways.

3.2 Teachers use a wide range of resources and teaching styles - Visual Auditory Kinaesthetic (VAK) to engage all pupils.

3.3 Teachers ensure 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 flexible groupings;
- 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 medical needs;
- experience success.

4. Children with disabilities

4.1 Children in our school with disabilities may need additional resources. The School is committed to providing an environment that allows these children full access to all areas of learning. All reasonable steps are taken to ensure that pupils with disabilities are not placed at a disadvantage compared to non-disabled children. The School is committed to providing an environment, within its resources and health and safety consideration, which allows disabled children full access to all areas of learning.

4.2 Teachers modify teaching and learning as appropriate for these children. For example, they may allow additional time for 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. Disabled pupils are supported to ensure full access to the curriculum and participation in educational visits and activities. Teachers will use assessment techniques that reflect pupils' individual needs and abilities.

4.3 Teachers take account of pupils whose disabilities impact upon their behaviour and make reasonable adjustment to accommodate this.

5. Dis-application and modification

- 5.1** The School will only, 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 dis-application 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.
- 5.2** In exceptional circumstances we may decide that modification or dis-application is the correct procedure to follow. We would ensure that every effort had been made to provide the necessary support from within the School's resources before considering such action.
- 5.3** Should we go ahead with modification or dis-application, we would do so through:
- Section 364 of the Education Act 1996. This allows modification or dis-application of the National Curriculum, or elements of it, through Educational Health Care Plan;
 - Section 365 of the Education Act 1996. This allows the temporary modification or dis-application of the National Curriculum, or elements of it.

6. Summary

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 have carefully considered the impact of this policy on all particular characteristics as part of our ongoing process to ensure it is fair and does not prioritise or disadvantage any pupil. This is in line with the Equality Act 2010.

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