

St. Andrew's C.P. School



Kirk Ella

Inclusion Policy

Date of last Review: September 2020

Review in: Autumn 2021

Signed: _____ (Chair of Governors)
 _____ (Headteacher)

St Andrew's Kirk Ella Inclusion Policy

1. Introduction

This policy document was written after consultation with the teaching staff and was presented to the Governing Body in the Spring Term 2021. It will be reviewed yearly. It is a working document, which reflects the ethos and practice within the school in relation to Inclusion. It has been written with due regard to the requirements of the Statutory Code of Practice on the duty to promote race equality, A GUIDE FOR SCHOOLS, the SENDA, and the New National Curriculum. It will be monitored and evaluated according to changes within these documents as and when they arise.

The Inclusion co-ordinator: Mrs. Amanda Stevens

2. Aims and Objectives

2.1 St Andrew's School believes that:

- Everyone has the right to an education and must be given the opportunity to achieve their full potential.
- Every child is an individual who has unique characteristics, interests, abilities and learning needs.
- Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.
- Those with special needs must have the 'right to choose' to access mainstream schools, which should accommodate them within a child centred pedagogy capable of meeting their needs.

2.2 We aim to be an inclusive school.

This means we accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. We strive to make equality of opportunity a reality for all groups of pupils within St Andrew's School (including vulnerable groups). These groups include:

- boys and girls;
- pupils from service families;
- pupils from minority faiths, ethnicities, travellers, asylum seekers and refugees;
- pupils who have English as an additional language;
- pupils who are gifted and talented;

- pupils who are Looked After Children;
- pupils who are at risk of disaffection or exclusion, young carers, sick children and children from families under stress;
- pupils with disabilities;
- pupils with special behavioural or emotional needs.

2.3 The National Curriculum and EYFS curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this 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;
- providing other curricular opportunities outside the National Curriculum and EYFS curriculum to meet the needs of individuals or groups of children. (This includes implementing speech and language therapy programmes / social skills groups following advice from specialists.)

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

- Do all our children achieve their full potential?
- 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?
- Do we listen to our pupils' views and opinions?

2.5 We ensure that the needs of all our vulnerable groups are catered for, monitored and our provision is evaluated on a regular basis.

- Have we identified the vulnerable groups within the school?
- Do we regularly review our identified vulnerable groups?
- Do we monitor the success of interventions put in place to support vulnerable groups?
- Do we listen to the opinions of children identified as being in a vulnerable group?

3. Teaching and learning style

(See also the school policies on gifted and talented children, special educational needs and equal opportunities)

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, teachers take into account the abilities of all of their children. For some children, we use the programmes of study from other year groups. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

3.2 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. Target Groups support learners in raising standards. These may be interventions in English or mathematics, where children work in small groups with either the teacher or TAs to address weakness identified in assessments.

3.3 When children have long periods of absence we follow the East Riding policy and utilise the home tuition service.

3.4 Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

3.5 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;
- 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 in all aspects of the curriculum and school life.

4. Children with disabilities

4.1 Children in our school who have disabilities may need additional resources.

The school is committed to providing an environment that allows these children full access to all areas of learning. Most entrances and areas within the school allow wheelchair access.

4.2 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.

4.3 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 them to take part in educational visits and other activities linked to their studies;
- we adapt assessments and take advice from external agencies.

5. Disapplication and modification

5.1 The school can, where necessary, modify the National Curriculum and disapply 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 by seeking advice from 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 disapplication is the correct procedure to follow.

We would only do this after detailed consultation with parents and the Local Education Authority. 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 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; Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

6. Roles and Responsibilities.

The governing body should, in co-operation with the Head Teacher, determine St. Andrew's School's policy and general approach to inclusion. The Inclusion Co-ordinator should follow the policy by supporting staff and offering advice when necessary. Also, the Inclusion Co-ordinator will liaise with external agencies and parents.

The class teacher should put this policy into action on a day to day basis. Teaching assistants should follow the principles of this policy on a day to day basis and should receive guidance from class teachers and the Head Teacher.

7. Complaint Procedures.

Any complaint that refers to this policy should be referred to the Head Teacher or Deputy Head Teacher. Only, if the Head Teacher is unable to resolve the complaint or the complainant is unwilling to contact the Head Teacher, should the complainant invoke more formal procedures by contacting the Chair of Governors. Also a copy of the complaints procedure is available from the school or direct from Education Services at County Hall, Beverley.

8. Liaison with other schools.

Liaison between feeder settings, Early Years Foundation Stage team and SEND Co at St. Andrew's Primary takes place before each intake to ensure all needs are catered for.

Year 6 staff, SEND Co (Inclusion Co-ordinator & Child Protection Co-ordinator) liaise with secondary schools to help ensure a smooth transition for all children.

All class teachers, SEND Co (Inclusion Co-ordinator & Child Protection Co-ordinator) liaise with other schools when children transfer to and from St. Andrew's School as appropriate during the academic year.

9. Review of the Policy

This policy will be reviewed again in the Autumn Term 2021.