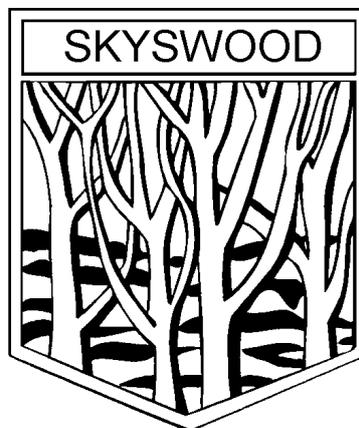


Skyswood Primary & Nursery School

Inclusion Policy



September 2020

Review Date – September 2022

Rationale

Skyswood Primary and Nursery School aims to provide an inclusive environment, where all members of the school – children and adults – know that they are valued and important members of the school community and have full opportunity to fulfil their potential.

Introduction

We intend that this approach to inclusiveness should permeate all school policies; both general and curricular, daily school practice and teaching approaches. As these are reviewed and developed our principle of inclusion will be applied.

The following policies are particularly relevant:

- Equalities Policy
- SEN Information Report
- Equal Opportunities
- Positive Behaviour Policy
- Race Equality
- Bullying & Harassment Policy & Procedure (Staff)

School Self-Evaluation and School Improvement Plan

Our principle of inclusion is applied to our programme of self-evaluation and to the school improvement planning progress.

The Curriculum

Each child's full potential should be recognised and achieved – we are committed to giving all of our children every opportunity to achieve high standards.

Skyswood Primary & Nursery School endorses three principles that are essential to developing a more inclusive curriculum:

1. Setting suitable learning challenges
2. Responding to pupils' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

As well as looking at the needs of individual children we pay attention to different groups, for example:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Visual, kinaesthetic and auditory learners
- Able, gifted and talented children
- Children who are recently bereaved
- Children looked after
- Any children who are at risk of disaffection or exclusion
- Children with disabilities

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

- Do all of our children make 'adequate progress' i.e. 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 are not achieving their best?
- Are our actions effective?

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 children. For some, we may use the programmes of study from an earlier or later key stage in order to enable some of our children to make progress.

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 learning objectives from an older Year Group or key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

We are aware that children learn in different ways and as a staff we are working to improve our knowledge and awareness of a range of teaching styles, identifying which may be effective for different children. We are committed to developing positive partnerships with parents/carers and recognise the importance of shared understanding between home and school.

Children with Disabilities

Skyswood Primary and Nursery School are committed to providing an environment that allows children with disabilities full access to all areas of learning.

- Increasing the extent to which pupils can participate in the curriculum
- Improving the delivery of information
- Improving the physical environment of the school

We consult all stakeholders annually and identify key priorities for our School Improvement Plan. Provision for our school community with regard to disability is outlined within our Accessibility Plan and Equalities Policy.

Black Lives Matter

Skyswood Primary and Nursery School take a pro-active approach to equality and value all of our children and families equally. We oppose any form of prejudice and embed a rich variety of cultural learning experiences within a fully inclusive curriculum. To end racism, schools must work together within their local communities. We talk to our children and educate them as rights respecting citizens of the world. As a school family we are all one, we all belong, we are all equal and we are all important.

Long Term Sickness

The school work closely to support parents/carers in the event of a child's long term sickness in order to agree an appropriate action plan that meets the needs of the individual child.

In the event of a member of staff taking maternity leave, or any other form of long term absence, the school adheres strictly to the guidelines that are set out within the school Absence Policy for Staff.

Disapplication and Modification

Schools can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our policy is to do this only in exceptional circumstances. We make every effort to meet the learning needs of all our children without disapplication or modification. We achieve this through differentiation of the child's work, through the provision of additional learning resources or the provision of additional support. We seek guidance from other appropriate professionals whenever appropriate.

In exceptional circumstances, if it were decided that modification or disapplication is the correct procedure to follow we would only do this after detailed consultation with parents and the LEA. The school's governor with responsibility for special educational needs would also be involved in this process.

Modification or disapplication, would be done through: Section 34 of the Education Act 1996. This allows temporary or permanent modification or disapplication of the National Curriculum, or elements of it, through a Statement of Special Educational Needs or Education, Health & Care Plan.

Induction and Inclusion of Children and Parents

We aim to develop positive and productive relationships with all our parents. This begins with a presentation by the Headteacher prior to their child joining the school, followed by ongoing encouragement and opportunities to become involved in school life.

Great care is taken over the induction of children into Nursery and Reception, with a measured induction programme that enables children to settle confidently into their new environment.

Care is taken to make the most appropriate arrangements for transition between all key stages.

'Casual admission' children are given the opportunity to spend some time in their new class before they start.

Staff

The ethos of Skyswood Primary and Nursery School is to be inclusive of all regardless of role within the school, personal beliefs, gender, faith, race, age or disability.

Policies, practice and teaching approaches are developed in a collegiate way with the involvement of governors, advisors and non-teaching staff as appropriate.

New staff receive the necessary guidance through the induction process and are issued with a staff handbook and a range of relevant policies.