



Oakley Cross Primary School

"We believe in respect and success for all"

Inclusion Policy

Date of policy: March 2021

Review date: March 2023

Our School Values

We want to instill in our children the core values of:

- Respect
- Resilience
- Confidence
- Kindness
- Tolerance

These values support the way in which all members of our school community can live and work together in a supportive way. They support our school aims.

School Aims (written by staff)

Article 3: The best interests of the child must be top a priority in all things that affect children.

At Oakley Cross we aim to provide a high quality curriculum, underpinned by strong teaching and learning and encourage every child to:

- **R**espect themselves, others and the environment
- **E**xpress their needs and feelings and recognise the needs of those around them
- **S**ucceed and reach their full potential by developing a positive work ethic and through high expectation and aspiration
- **P**ersevere when challenged, demonstrating resilience
- **E**nrich their lives through learning and seizing every opportunity to try new experiences
- **C**ontribute fully to school life and the wider community by developing confidence, self-esteem and independence
- **T**olerate others, embrace and celebrate difference and resolve problems appropriately

School Aims (Written by students)

Article 13: Every child must be free to say what they think.

The children of Oakley Cross expect the following aims to be supported by all Duty Bearers.

- **R**espect our right to be safe
- **E**veryone has the right to an education
- **S**pend time listening to children
- **P**rotect our environment so it is clean and safe
- **E**xercise is key for a healthy body and mind
- **C**are for us like a family
- **T**rain all new Duty Bearers

'We believe in respect and success for all.'

Introduction

(To be read in conjunction with the following school policies: Equal Opportunities, Gifted & Talented Children, Racial Equality, Special Educational Needs).

At Oakley Cross we value the individuality of all our children. We are committed to giving all of our children every opportunity to achieve the highest standards. Every child has the right to special education and care. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background, developing the talents of the child.

Aims and Objectives

1. Our school aims 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 equality of opportunity must be a reality for our children. We make this reality through the attention we pay to groups of children which may be found, at different times, 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
- Gifted and talented children
- Children who are at risk of disaffection or exclusion
- Travellers and asylum seekers

2. 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
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children

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

- Do all our children achieve their best?
- 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?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Teaching and Learning Style

1. We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of 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 or later key stages.

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, using Quality First Provision. 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 the work within the area or areas for which the child shows particular aptitude.

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

4. Teachers ensure children:

- Feel secure and know their contributions are valued
- Appreciate and value the difference they see in others
- Take responsibility for their own actions

'We believe in respect and success for all.'

- 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

Activities to Promote Inclusion

1. There are many activities through which we promote inclusion. A few examples are:
 - Early diagnosis of children with SEN
 - Regular monitoring of the performance of children in different groups (e.g. boys and girls)
2. Assemblies throughout the year promote mutual understanding, respect and tolerance, as well as the appropriate celebration of differences
 - Children's individual achievements are continually recognised and celebrated
3. The 'Guardian' system in the playground ensures children who are isolated have a clear point of contact
4. Children with SEN are supported if staffing allows in the classroom or in small groups in the afternoon
 - The Inclusion Policy will be reviewed regularly by staff and governors
5. Visitors of a variety of faiths, cultures and disabilities take assemblies, put on shows or lead workshops. A variety of charities are supported by the school.

Children with Disabilities

1. Some children in our school may have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. The entry to our school allows wheelchair access.
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.
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, visual 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
 - Includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science and use visual resources and images both in art and design and technology
 - Uses assessment techniques that reflect their individual needs
4. In response to the Disability Act 2001 and in conjunction with the LEA, the governing body is constantly reviewing how the school can be made more accessible for disabled children

Disapplication and Modification

The school can, when necessary, modify 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.

Racism and Inclusion

The school has implemented the recommendations of The Lambing Report. The diversity of our society is addressed through our creative curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. Any racist incidents are recorded and reported to the governing body by the head teacher. Further details are to be found in the school's Race Equality Policy.

'We believe in respect and success for all.'

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 we take the experiences and needs of all our children into account when planning for learning.