



ST MICHAEL & ALL ANGELS C OF E PRIMARY SCHOOL

Inclusion Policy

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Mission Statement

Psalm 147:4 God counts the stars and calls them all by name

The aim of our Church school is to develop the full potential of each child spiritually, socially and academically in a safe, inclusive environment which is grounded within the ethos of the Christian Faith.

This policy is grounded within our school mission statement, and underpins our commitment to providing a safe, inclusive environment for all stakeholders which reflects our Christian values

1. Introduction

- 1.1 The mission statement of our school talks of all children being educated to achieve their full potential in all areas of learning by developing and sharing their talents in a stimulating, Christian and enjoyable environment. We are committed to 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 or background.

2. Aims and objectives

- 2.1 St Michael's aims to be an inclusive school. This means that equality of 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;
 - higher ability children;
 - any children who are at risk of disaffection or exclusion.
 - children who receive Pupil Premium.
- 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 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, eg., after school clubs.

- 2.3 We achieve educational inclusion by continually reviewing and monitoring what we do, through asking ourselves these key questions:
- do all our children achieve as much as they can?
 - are there any 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

(See also the school policies on more able children, special education 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 earlier key stages.
- 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.
- 3.3 Where the attainment of a child significantly exceeds the expected level of attainment, teachers ensure that the child has a 'deep understanding' of the year group's objectives, before moving on.
- 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, regardless of disabilities or medical needs.

4 **Children with disabilities**

- 4.1 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. All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow wheelchair access. The school has two disabled toilets.
- 4.2 Teachers will 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 will 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 will:
- take account of their pace of learning and the equipment they use;
 - take account of the effort and concentration needed in oral work, or when using, for example, vision aids;
 - be adapted or offer alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
 - allow opportunities for them to take part in educational visits and other activities linked to their studies;
 - use assessment techniques that reflect their individual needs and abilities.
 - ensure that all children will have access to physical activities.

5 **Disapplication and Modification**

- 5.1 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.
- 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. The school's governor with responsibility for disadvantaged children 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.

6 **Summary**

- 6.1 At St Michael's 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.