

Lemington Riverside Primary school

Inclusion Policy

Introduction

To be read in conjunction with the following school policies: English as an Additional Language; Equal Opportunities; Gifted and Talented Children; Racial Equality; Special Educational Needs; Disability Equality and Anti-Bullying Policy

Our school is committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of children's 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 are important to us. This policy helps us to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, religion, age, disability, gender, sexual orientation or background.

Aims and objectives

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 children or groups of children. 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 we may have within our school at any time e.g.

- Girls and boys
- Minority ethnic and faith groups
- LAC Children
- Children who need support to learn English as an additional language
- Children with special educational needs/ disabilities
- Gifted and talented children
- Children who are at risk of disaffection or exclusion – because of sexual orientation or background
- Travellers and asylum seekers
- Military Personnel Children
- Children joining school mid way through the primary years

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 children

We hope to achieve educational inclusion by continually reviewing what we do, through asking ourselves these 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 preparing our children to live in a diverse society?

Teaching and Learning styles

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We make ongoing assessments of each child's progress and analyse attainment across the school for all of the groups. In KS2 the children have an individual termly interview with their teacher to discuss targets and progress. Teachers use this information when planning. It enables them to take into account the abilities of all of their children.

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 the teacher will extend the breadth of work within the area or areas for which the child shows particular aptitude.

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 groupings that allow them 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
- Have a knowledge and understanding of British Values

Children with disabilities

Some children in our school 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.

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. Steps are taken to ensure all of our children have an understanding of the disabilities of others and the impact of these disabilities through our annual disability awareness week.

Summary

In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion

Monitoring and review

This policy is monitored by the governing body, and will be reviewed in three years, or earlier if necessary.

Signed:

Reviewed and updated: June 2010

Reviewed and updated: February 2012

Reviewed and updated: January 2015

Reviewed: 24.1.18

Date of next review: January 2021