



Allendale Primary School Inclusion Policy

Rationale

Our aims state that we value the individuality of all our children, the primary aim being to raise the self esteem of all pupils.

We are committed to giving all our children every possible opportunity to achieve to the best of their potential. We do this by taking into account their varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all.

The achievements, attitudes and well being of all children matter. This policy helps to ensure that our school promotes the individuality of all children, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims and Objectives

Allendale Primary School aims to be an inclusive school. We actively seek to reduce the barriers to learning that hinder or exclude individuals from participating in school life.

Equality of opportunity must be a reality for all our children.

We make this a reality through our approach to the different groups of children who might be within school at any time:

- Girls and boys
- Children with Special Educational Needs
- Children for whom English is a second language
- Gifted and talented children
- Children who are at risk from disaffection or exclusion
- Travellers or asylum seekers

The Primary 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
- Providing other curricular opportunities outside the Primary Curriculum to meet the needs of individuals, e.g. speech and language therapy, motor skills intervention and mobility training.

We achieve educational inclusion by continually reviewing and questioning what we do.

Teaching and Learning Styles

Through their planning, teachers ensure there are opportunities for all to experience different learning styles. Through analysis of attainment we target individuals to ensure as much progress as possible can be achieved. We aim to involve the pupils in the target setting process so they have some level of ownership of their learning.

When the attainment of a child falls significantly below the expected level then Individual Education Plans, (IEP's), are put in place, following consultation with parents.

Where the attainment of a child significantly exceeds expectations, teachers extend the breadth of work within the area the child shows particular strength, challenging and deepening learning .

Teachers ensure that children:

- Feel secure and know their contributions are valued.
- Appreciate and value the differences they see in others.
- Take responsibility for their own actions.
- Are taught in groups that allow them to succeed.
- Use materials which reflect a range of social and cultural backgrounds.
- Have a common curriculum experience that allows for a range of learning styles.
- Have challenging targets to enable them to attain.
- Are encouraged to participate fully.

Children with Disabilities

Allendale Primary School is committed to providing an environment that allows all children full access to all areas of learning. The move to the present Primary School building means that some learning takes place upstairs which is not accessible for a wheelchair. However, should a disabled child join our school, classroom space would be re-organised so that learning would take place downstairs and would not disadvantage or exclude any child.

Teachers may modify activities as appropriate, for example, the use of specialist equipment or extra time to complete certain activities.

Teachers ensure that the work for these children:

- Takes account of their pace of learning and the equipment they use.
- Takes account of the time and effort needed in oral activities.
- Is adapted or offers alternative activities if they are unable to manipulate certain tools and materials.

- Uses assessment techniques that reflect the pupil's individual needs and abilities.

Disapplication and Modification

We make every effort to meet the learning needs of all our children, without recourse to disapplication or modification. We achieve this through further differentiation of tasks or through the provision of additional learning resources. Where necessary we support learning through the support of external agencies. In such cases, teachers and teaching assistants work closely with these agencies to support the child.

Only as a final resort would we consider going ahead with modification and disapplication. We would do so by working with parents to request an assessment for an EHCP, (Early Health Care Plan)

Racism, Sexism and Inclusion

All racist and sexist incidents are now recorded and reported to the governing body by the Headteacher. Allendale Primary School contacts the parents of those involved in the racist or sexist incident. Further information is in the LA Racial Equality Policy.

Summary

At Allendale Primary School the achievement and well being of every child is important. We follow the necessary regulations to ensure we take the needs of all children into account when planning for their learning.

July 2015

Review date

July 2017