

Inclusion Policy



We can and we will

GLEBE PRIMARY SCHOOL

Inclusion Policy

Mission Statement:

At Glebe School, we believe in an ethos that values each child and their individuality. We strive to enable all children to achieve their full potential academically, socially and emotionally.

Introduction:

We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, disability, special educational needs or background.

We actively promote the children's Cultural Capital (defined as the acquisition of skills and knowledge, which an individual can draw on to give them an advantage in life and reach their potential). We will introduce them to strong role models who will impart their knowledge and experiences to help the children strive for achievement and become a responsible local and global citizen.

At Glebe we know that confidence, knowledge and skills will help all of our children to become compassionate and inquisitive individuals. We want all of our children to take their place in society as active citizens who are economically independent and exemplify the British Values of equality, mutual respect, democracy, individual liberty and rule of law.

Linked closely with this policy are the Equality Objectives, which promotes the equality of the disabled members of our school community and are reviewed every 3 years and the school's Accessibility Plan.

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf) , Every Child Matters https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf and the following legislation:

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- [Part 3 of the Children and Families Act 2014,](https://www.legislation.gov.uk/ukpga/2014/6/part/3) <https://www.legislation.gov.uk/ukpga/2014/6/part/3> which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014,](https://www.legislation.gov.uk/uksi/2014/1530/contents/made) <https://www.legislation.gov.uk/uksi/2014/1530/contents/made> which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), Special Needs Co-ordinators (SENCOs) and the SEN information report.

What is Glebe School's definition of Inclusion?

Inclusion is fundamentally an issue of Equality of Opportunity for all. The aim is to ensure that all children and young people fulfil their potential as citizens within their local community. It is the process of enabling all children and young people to be educated in an inclusive learning community. To achieve this, we need to develop flexible systems of learning, teaching and resourcing that remove barriers to full participation. Through valuing diversity and meeting a wide range of needs, the achievements of all children and young people will be enhanced.

Aims and Objectives:

Our school aims to be a safe and 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;
- Transgender pupils;
- 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;
- Child Looked After (CLA);
- Any children who are at risk of disaffection or exclusion;
- Children with disabilities or medical needs.

Promoting the nine Protected Characteristics.

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine Protected Characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Race
5. Religion or belief
6. Marriage or civil partnership

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7. Sex
8. Sexual orientation
9. Pregnancy and maternity

Under the Equality Act you are protected from discrimination:

- When you are in the workplace
- When you use public services like healthcare (for example, visiting your doctor or local hospital) or **education** (for example, at your school or college)
- When you use businesses and other organisations that provide services and goods (like shops, restaurants, and cinemas)
- When you use transport
- When you join a club or association (for example, your local tennis club)
- When you have contact with public bodies like your local council or government departments.

The Foundation Stage Curriculum and the National Curriculum are our starting points 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, recognising these groups may be fluid and responding accordingly;
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children e.g occupational therapy and speech and language therapy.

We achieve educational inclusion by continually reviewing what we do, through consideration of questions such as:

- Do all our children 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 we know are not achieving their best?
- Are our actions effective?
- Are our staff trained effectively with up to date knowledge?

We gather data termly, using the school's system of formal and informal assessment, to review our children's progress against this criteria at pupil progress meetings.

Teaching and Learning Styles:

(See also our school policies on Special Educational Needs, Equal Opportunities, More Able and Special Resourced Provision for hearing impaired children).

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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 their children. For some children, we use the programmes of study from an earlier year/key stage (pre key stage pathway). This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

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. Further investigation is sometimes needed to fully understand barriers to an individual's learning.

Glebe teachers provide quality first teaching to ensure all pupils make progress.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child shows particular aptitude.

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

Teachers ensure that children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences 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.

Children with Disabilities:

Some children in our school have disabilities and consequently need additional resources. All reasonable steps are taken to ensure these children are not placed at a disadvantage compared with non-disabled children. Glebe is committed to providing an environment that allows disabled children full access to all areas of learning. Our doors are wide enough to allow walking frame or wheel chair access and we have a lift to access the upper floor.

At Glebe, we have a Special Resourced Provision (SRP) for hearing impaired children. The school is committed to providing an environment, which allows these children full access to all areas of learning, whilst accessing a mainstream classroom.

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 give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

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, vision aids;
- Is adapted or offers alternative activities in those subjects where children are unable to

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- 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 alongside their peers;
- 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 in design technology;
- Uses assessment techniques that reflect their individual needs and abilities.

Disapplication and Modification:

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. 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.

In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would do this after detailed consultation with parents and the Local Education Authority.

The school's governor with responsibility for Special Educational Needs 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.

Inclusion Team:

Our school SENDCo (Mrs Connolly) is responsible for Inclusion. Every member of staff at Glebe is actively involved in ensuring our Inclusion policy is upheld and followed. We work together as a team to ensure that every child is fully included and feels included in our Glebe school family.

Summary:

In our school, the teaching and learning, achievements, attitudes, well-being and safety of every child are vitally 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 and the well-being of all pupils.

Each class teacher maintains a class inclusion folder, which is updated regularly.

This policy will be reviewed on a regular basis as part of our rolling programme of policy review, or more frequently if guidance/legislation changes.

Reviewed: November 2022

To be Reviewed: November 2024

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