



# Ashdon Primary School

## Inclusion Policy

Date adopted by  
Governing Body:

**December 2020**

Next Review:

**July 2023**

### **SAFEGUARDING STATEMENT**

Ashdon Primary School takes seriously the responsibility to protect the welfare of the children in its care, believing that “The welfare of the child is paramount” Children Act 1989.

This policy plays an integral part in our aim to safeguard the children and ensure their wellbeing in order to promote optimum development.

### **Introduction**

Ashdon Primary School values the individuality of all children. 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. We offer a broad and balanced curriculum and have high expectations of all our children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

### **Aims**

Ashdon Primary 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 that equality of opportunity must be a reality for all our children. We make this a reality through the attention we pay to the different individuals and 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 additional learning needs;
- Exceptionally able, able and talented children;
- Children who are at risk of disaffection or exclusion;
- Vulnerable children

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting appropriate learning challenges;
- Responding to the diverse needs of the children;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities to meet the needs of individuals or groups of children;

We achieve educational inclusion by continually reviewing what we do, by 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?

## **Learning and Teaching**

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 adapt programmes of learning from a previous phase delivered at an age-related interest level.

When the attainment of a child falls significantly below the expected level - using formative and standardised assessments - teachers enable the child to succeed by planning work that is in line with their individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials to extend the breadth of work within the area or areas for which the child demonstrates a particular aptitude.

Teachers and support staff ensure that all 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 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;

## **Children with Disabilities**

Some children at Ashdon Primary School have disabilities. We are as committed to meeting the needs of these children as we are to meeting the needs of all groups of children within our school. Ashdon fully meets the requirements of the Disability Discrimination Act. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

Teachers modify their learning and teaching expectations as appropriate for children with disabilities. For example, they may be given additional time to complete certain activities or modify teaching materials.

Teachers and support staff ensure that the work undertaken by disabled 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, for example, using vision 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 allows hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science and also to use visual resources and images both in art and design and in design and technology;
- Uses assessment techniques that reflect their individual needs and abilities;
- Takes account of pupils whose disabilities impact upon their behaviour and make reasonable adjustments to accommodate this.

### **Disapplication and Modification**

The school, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Ashdon's 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. Ashdon Primary School achieves this through greater differentiation of planned learning or through the provision of learning resources. When necessary, our school also supports learning through the involvement of appropriate external specialists. In such cases, teachers work closely with them to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. This would only be undertaken following detailed consultation with parents. The school would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

### **Inclusion and Racism**

The diversity of the society in which our children are living, is addressed through the planned schemes of work which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the Governing Body by the Head Teacher. The school contacts parents of those pupils involved in racist incidents.

### **Review**

This policy will be reviewed every 3 years by the staff and Governing Body of the school, or sooner if deemed appropriate.

**Signed:** \_\_\_\_\_ (Chair of Governors)

**Date:** \_\_\_\_\_