



Inclusion Policy

Date: Summer 2018

Review Date: Summer 2019

Monitored by: SLT

The Ferrars Academy Inclusion Policy

(see also EAL; Equal Opportunities; Gifted and Talented; SEN; Behaviour Management Policies)

Introduction

At The Ferrars Academy, we are committed to ensuring that each child fulfils his/her potential and develops an enjoyment for learning, which will continue into adult life. We intend our pupils to develop into enterprising adults who contribute positively to the fabric of community life; who live healthy and safe lives and respect others. This intention is reflected in all our policies.

Rationale

The mission statement of our academy explicitly outlines that we value the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve to 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 for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that our academy promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims and objectives

Our academy aims to be an inclusive setting. 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 our children. We make this a reality through the attention we pay to the different groups of children within our academy:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Able, gifted and talented children
- Children who are at risk of disaffection or exclusion
- Travellers
- Asylum seekers
- Looked after children

The Foundation Stage and national curriculum are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Providing full time TA support to each class.
- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning

- assessment and data analysis for individuals and groups of pupils
- Employing a range of teaching strategies to cater for different learning styles
- Providing other curricular opportunities outside the Curriculum to meet the needs of individuals or groups of children
- Planning for cross phase provision where it is deemed appropriate- in the educational interests of the child

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve to the best of their ability?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who are not achieving their potential?
- Are our intervention strategies effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Success Criteria

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 provide cross phase provision as appropriate. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from the academy. Children are rigorously monitored and tracked.

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, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Children are expected to move six sublevels on Target tracker over the academic year. Children not achieving expected progress are discussed in pupil progress meetings each half term. From these meetings interventions are planned for groups of children to meet their additional needs.

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

Teachers 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
- Participate safely in clothing that is appropriate to the activity, while being sensitive to diverse cultural dress codes and standards of modesty

- 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
- Participate fully, regardless of disabilities or medical needs.

Children with Disabilities

Some children, members of staff and parents in our school have disabilities. We are equally committed to meeting the needs of these children, as we are to meeting the needs of all groups of children, staff and parents within our school. The school fully meets the requirements of the amended *Disability Discrimination Act* which came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. The DDA action plan is evaluated and updated to meet the changing requirements of the school annually.

Our Access Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers 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 using, for example, 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 allow 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.

Disapplication and modification

The academy can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our academy 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 specialists to support the child.

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 academy'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 academy's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act (1996). This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act (1996). This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Inclusion and Racism

The academy has implemented the recommendations of *The Stephen Lawrence Inquiry: Macpherson Report* (1999). The diversity of our society is addressed through our planning. 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 and the local authority by the Principal. The academy contacts parents of those pupils involved in racist incidents.

Summary

In our academy 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 one year, or earlier if necessary.

Signed: