



Moordown St John's CE Primary School

# Policy for Inclusion

**"A Christian community where commitment to  
educational excellence changes lives"**

**Article 23:** "Children who have any kind of disability should have special care and support, so that they can lead full and independent lives. "

Date Approved by Headteacher on behalf of the Board of Directors: 10 October 2018

Review Date: September 2019

A copy of this policy in an alternative format, such as large print or different language, may be provided on request from the school office.

# Moordown St John's CE Primary School

## Inclusion Policy

### **RATIONALE**

As a Church of England Primary School, we seek to further the work of Christ by expecting, nurturing and demonstrating the Fruits of the Spirit (Galatians 5) in our day to day lives. The Fruits of the Spirit include Love, Joy, Peace, Goodness, Kindness, Patience, Gentleness, Faithfulness and Self-control.

At Moordown St. John's we also aim to honour and fulfil the United Nations Convention on the Rights of the Child.

'Rights' are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is best for children in a situation, and what is critical to life and protection from harm. As children grow, they have more responsibility to make choices and exercise their rights.

This policy refers directly to the following article:

**Article 23:** Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

### **S U C C E S S**

SUCCESS (Skills, Understanding, Creativity, Curiosity, Enjoyment, Spirituality, Security) is at the centre of our school's ethos and identity.

**S** – **Skills** that embed knowledge for a life full of learning and healthy relationships

**U** – **Understanding** how knowledge and concepts can be applied and built upon to achieve deep learning

**C** – **Creativity** to use skills and knowledge imaginatively to express oneself and solve problems

**C** – **Curiosity** to explore, investigate and understand the world

**E** – **Enjoyment** of life and of learning

**S** – **Spirituality** where faith is nourished, respected, challenged and lived

**S** – **Security** in themselves and who they are to reach their full potential

## INTRODUCTION

We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

Educational inclusion is about giving equal opportunities to **all** pupils.

We are all aware that this provision of quality inclusive education for all pupils involves a continual teamwork approach and a challenging balancing act between the emphasis on academic educational standards, citizenship and equal opportunities for all pupils.

We are aware that creating an inclusive school is the responsibility of each member of the community and we strive to positively affect pupils' experiences and learning throughout their time at the school.

We have a nominated Special Educational needs and Inclusion director.

Other school policies and strategies, which reflect our school ethos, should be referred to. In particular the:

- Teaching for Learning Policy
- Behaviour Shaping Policy
- Equality Policy
- Special Educational Needs Policy
- Able, Gifted and Talented Policy
- Anti-Racist Policy

We follow the guidelines established by the DfE and Bournemouth Authority particularly:

- The Bournemouth Education Inclusion Strategy 2003-08
- The National Curriculum Programmes of Study and Attainment Targets (DfES 2014)
- Special Educational Needs Code of Practice (DfES 2014)
- Removing Barriers to Achievement – The Government's Strategy for SEN (DfES 2004)
- Every child matters: Change for children in schools (DfES 2004)
- Special Educational Needs and disability: Towards Inclusive schools (OFSTED 2004)

## **OBJECTIVES**

Our school aims to be a fully inclusive school – combating discriminatory attitudes. This means that equality of opportunity must be a reality for our children.

We make this a reality through -

### **1. Identifying groups of vulnerable children**

such as:

- girls and boys
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- children who need support to learn English as an additional language
- children with special educational needs or disabilities
- sick children
- children looked after by the Local Authority
- Children who have been adopted from care
- young carers
- children of parents in the armed forces
- any children who are at risk of disaffection or exclusion
- those from families under stress
- able, gifted and talented children

The school is aware of all pupils in the above categories.

The educational needs of these pupils are identified either internally by the teacher, Inclusion Leader, or externally by professionals working closely with the school (Educational Psychologists, Learning Support Teachers, Speech Therapists, Social Workers)

### **2. Providing equality of learning opportunities**

The National Curriculum is our starting point 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 and allowing them to succeed
- offering children different levels of support to reach the same outcome
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children
- providing extra curricular activities in the form of after school clubs and off-site visits.
- enabling **ALL** children to access and be involved in all areas of school life

### **3. Taking into account different teaching and learning styles**

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning new work, teachers take into account not only the abilities of all of their children, where appropriate using the learning outcomes from other year groups or varying the level of support and pace that the work is delivered, but also *how* their children learn best. This enables all children to make progress at their individual level.

Teachers ensure that 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, with varying levels of support from additional adults that allow them all to experience regular success
- use materials that reflect a range of social and cultural backgrounds without stereotyping
- have challenging targets that enable them to succeed
- are encouraged to participate fully, regardless of ability or medical needs
- have a common curriculum experience that allows for a range of different learning styles
- participate safely in clothing that is appropriate to their religious beliefs

### **4. Overcoming barriers to learning and assessment**

- The school is committed to providing an environment that allows children with a variety of disabilities full access to all areas of learning.
- When difficulties arise, teamwork with school staff and parents attempts to identify and reduce any barriers for pupils and subsequently implement appropriate actions or programmes to achieve successful learning again.
- The school has a Equality Policy which covers written information, curriculum access and physical access.
- Opportunity for individual physiotherapy is provided in a separate room when needed.
- There are designated first-aiders available at playtimes.
- Individual and practical routines are established for pupils with ongoing medical needs.
- The school follows intimate care guidance and has risk assessments for these activities for the relevant pupils.
- Pupils with challenging behaviour have an Individual Behaviour Management Plan that is agreed by school staff and parents along with a risk assessment for their potential behaviours.

## **KEY PRINCIPLES**

### Valuing Diversity

Inclusion is most likely to be successful if the diversity of all school members is recognised and valued. We recognise that individuals are unique in their interests, abilities, motivations and learning needs.

### Entitlement

Children are entitled to receive a broad, balanced and relevant curriculum. Wherever possible this should be in a mainstream school, recognising that appropriate support, advice and resources may be necessary to achieve this. Parents and young people are entitled to express a preference for where that education should take place.

### Dignity

All children and parents are entitled to be treated with respect and have their views taken into account. Wherever possible we will consult with pupils, parents and the staff group over important issues.

### Individual Needs

There will be a range of flexible responses in order to meet individual needs be they behavioural, emotional, social, communication and interaction, sensory, physical or cognitive.

### Planning

All planning should be based on inclusive principles at both systemic and individual levels.

### Collective Responsibility

Inclusion is the responsibility of **all** staff.

### Professional Development

In order for inclusion to be successful all staff require on going access to support, training and resources. A key aspect of this is mutual support. Staff development issues surrounding inclusion will be kept under review and suitable resources and training provided for particular needs.

### Equal Opportunities

We will work to ensure that the way we organize our school and provide education for all does not discriminate against any pupil or group of pupils. To this end we will monitor the progress of all pupils and use this information in our school development planning. It is our belief that successful inclusion can lead to the raising of standards for all.

### **The following strategies can help to put these principles into practice:**

- Provide a welcoming environment for all
- Ensure that displays of work celebrate the diversities in society and in our community
- Admit all pupils from our local catchment area in line with our admissions policy

- Work closely with parents and carers to support pupils with learning difficulties and to identify and address behavioural concerns through agreed guidelines
- Ensure all forms of support are understood by all
- Review the Special Educational Needs Policy and Inclusion Policy annually
- Appropriate training for all
- Effective use of the outside agencies available to school
- Ensure classroom management and curriculum planning are reviewed regularly to ensure full entitlement for all children
- Provide a range of inclusive teaching styles and strategies to meet the needs of all pupils
- Ensure rewards and assessments for all pupils are appropriate according to their needs
- Ensure extra curricular activities are offered to all pupils – with particular regard to health and safety guidelines
- Encourage full attendance so that all children can access the curriculum.

### **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 very exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, additional levels of support 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 only do this after consultation with parents and the Local Authority. The school's director with responsibility for inclusion 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.

### **MONITORING AND REVIEW**

This policy is regularly monitored by staff and Directors and is reviewed annually.

This Policy, having been carefully considered by the Headteacher, was ratified on 10 October 2018.

This policy will be reviewed on an annual basis with the next review taking place in September 2019. However, this will be brought forward should changes in protocol be recommended by either the Department for Education or the Local Authority.

Signed: 

Date: 10 October 2018

**Peter W Herbert, Headteacher**