



Goldsworth Trust Inclusion Policy

Philosophy

We are fully committed to inclusion at the admission stage and once a child has started at the school. However, we are aware that, in exceptional circumstances, the needs of the individual child might not be met or that the inclusion of the child in mainstream education 'is incompatible with the efficient education of other children'. (SEN Code of Practice. DFES 2014)

Aims

Our school aims to be an 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;
- Ethnic and faith groups;
- Disadvantaged pupils (Pupil Premium);
- Children with English as an additional language;
- Children with special educational needs;
- Children in care and adopted from care;
- Children with disabilities;
- High achieving children;
- Travellers and asylum seekers;
- Any children who are at risk of disaffection or exclusion.

Objectives

The National and Foundation Stage 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;
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training where appropriate).

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

- 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?

The Organisation of Teaching and Learning

(See also the school policies on gifted and talented children, special educational needs, equal opportunities, and English as an additional language)

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

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 of the children in their class.

When the attainment of a child falls significantly below the expected level, their class teachers enable the child to succeed by planning work that is in line with that child's individual needs. For some children, we modify the curriculum and access arrangements to better meet their individual needs. This enables these children to make progress at the level appropriate to them

If children are absent from school for a significant length of time due to medical needs, Access to Education may provide appropriate home schooling.

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

Teachers are familiar with the relevant equal opportunities legislation covering sex, race, religion or belief, gender, sexual orientation and disability.

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;
- 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.

Equal opportunities- see Single Equality Policy

We are committed to giving all our children every opportunity to achieve the highest of standards – regardless of their age, gender, ethnicity, attainment or background.

Disadvantaged Children – see Pupil Premium reports

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils.

The Pupil Premium funding is used to reduce the gap between the achievement of these pupils and their peers.

We closely monitor, evaluate and review the impact of the Pupil Premium funding and ensure that the additional funding reaches the pupils who need it the most and that it makes a significant impact on their education and lives. We report the impact of the funding annually.

Children with special needs and children with disabilities – see SEND policy

The school is committed to providing an environment that allows children with disabilities full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and the

designated points of entry for our school also allow wheelchair access. A portable ramp is available for access from the playground and a lift is available in the Year 5/6 block at Goldsworth School.

Teachers modify learning and teaching 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 they 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 and style of learning;
- Takes account of their communication skills – receptive and expressive language skills
- 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 and visually impaired children to access the curriculum.

Pupils with English as an Additional Language – see EAL policy

Planning will take account of the pupil's level of understanding and their previous educational experiences. Pupils with EAL are supported by staff inside the classroom and in small groups.

Pupils in care and adopted from care – see Children in Care Policy

Children in public care will have targets set within a personal education plan (PEP). The targets will be set by the school, the carer and social services. We aim to send a representative to all LaC reviews and to work closely with social services and carers. Academic progress will be reported to the governing body.

Assessment

Teachers use assessment techniques that reflect the children's individual needs and abilities. When it comes to the Phonics Screening, and Key Stage 1 and 2 statutory tests, there are some circumstances where pupils may not be entered for the test e.g.

- if the child is working below the level of the tests
- it is impossible to establish whether they are working at the level of the test. This may be the case if a pupil has arrived from a different education system and cannot speak English.
- they are unable to access the test e.g. physical or sensory disability.

In these circumstances the school follows the QCA National Curriculum Assessment and reporting arrangements booklet and discusses this with parents/carers.

Date Written: Sept 2018

Prepared by Alison Simpson, Clare Jobe and Rebecca Self

Review date: Sept 2019