

Inclusion Policy

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Updated: December 2016
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Reigate
Parish Church
Primary School

Who we are

Reigate Parish Church Primary School: A trusting, respectful and caring place for children to reach their full potential, with the Christian faith and Christian values at our heart.

Our Aims

- We aim to recognise, nurture and harness the strengths and talents of all children.
- To provide a broad, balanced and creative learning environment through excellence in teaching.
- To promote social, cultural, moral and spiritual development, supporting pupils and staff to become confident and responsible members of society.
- To establish an atmosphere in which each child has a positive self-image and where individual achievements are valued by all.
- To build self-confidence, self-esteem and independence in order to achieve success.
- To value curiosity, encourage a questioning attitude and promote a love of life-long learning.
- To grow from being an outstanding infant school into an outstanding primary school whilst maintaining our caring ethos, culture and atmosphere.
- And, working in partnership with parents, to support their child's learning and development.

Values

Our guiding principles, which stem from our Christian faith, are: '**Faith, Hope & Love**'

These are underpinned by 10 core values:

1. **Respect:** Valuing myself and other people, and treating them as I would like to be treated.
2. **Friendship:** Being thoughtful and kind, looking after each other through good times and hard times.
3. **Honesty:** Speaking the truth and acting truthfully.
4. **Caring:** Being concerned for and looking after myself, other people and God's world.
5. **Perseverance:** Always doing my best and not giving up.
6. **Confidence:** Knowing that I am special and loved and that I have something to offer to other people.
7. **Responsibility:** Being able to take charge of myself, other people or things. Being able to be trusted to do the right thing.
8. **Forgiveness:** Loving people even when they make mistakes. Always looking for the best in each other.
9. **Trust:** Being relied on to do the right thing and relying on each other to do the right thing.
10. **Being Creative:** Using our imagination, ideas and skills to make the world a better and more beautiful place.

The school's vision, values and aims are central to this policy.

We, at Reigate Parish Church School, 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, religion, attainment or background.

In the broader context, inclusion is not solely an issue of Special Educational Needs but also links with the national Every Child Matters agenda, as well as the school's vision, values and aims, equal opportunities policy and with our school development plan.

Aims and objectives

We are an inclusive school. This means that equality of opportunity must be a reality for our children. All staff are alert to the signs that would signify that a child was feeling different. In addition, we make this a reality through the attention we pay to the different groups of children within our school, for example

- Girls and boys;
- Minority ethnic and faith groups;
- Looked after children;
- Disadvantaged children
- Children who need support to learn English as an additional language;
- Children with special educational needs;
- Children with an Education, Health and Care Plan
- Children with a disability;
- Gifted and talented children and more able children;
- Others such as those who have long term illness, those who are in families under stress;
- Any children who are at risk of disaffection or exclusion.
- Travellers and asylum seekers

The Early Years Foundation Stage Curriculum and The National Curriculum are our starting point for planning a curriculum that meets the specific needs of individual 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 individual and groups of pupils.
- Providing other curriculum opportunities eg through speech and language , Occupational Health and Emotional Literacy Support (ELSA) targets

Our objectives are:

- To ensure the Special Educational Needs and Disability Act 2014 and other relevant Codes of Practice and guidance are implemented effectively across the school
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, all children.
- To monitor continually the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

- To provide full access to the curriculum* through high quality first teaching and differentiated planning by class teachers, SENCo, and support staff as appropriate.
- To provide SEN Support arrangements for those with higher need (Wave 3 children) .
- To involve parents/carers in plans to meet their child's additional needs.
- To involve the children themselves in any decision making that affects them

*Except where disapplication, arising from an Education Health and Care Plan occurs. Disapplication is very rare, and we aim to offer the full curriculum to all our pupils.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key 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 we know are not achieving their best?
- Are our actions effective?

Learning and Teaching style

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.

When the attainment of a child starts to fall below the expected level for them, teachers will work closely with the child, SENCO, LSAs, the parents and outside agencies, if needed, to understand the reason for the change in attitude and to plan how to reverse the situation and for the child to get back on track with their learning.

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

Teachers ensure that children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the difference 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 but achievable targets
- Are encouraged to participate fully, regardless of disabilities or medical needs.

Where appropriate, individual children may be withdrawn for provision specific to their individual needs. On occasion external agencies may, with parental consent, be referred to for advice on how best to support the additional needs of a child.

Children with disabilities

At any time, some children in our school may have disabilities and consequently may need additional resources. The school is committed to providing an environment that allows disabled

children full access to all areas of learning, for example, all our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school allow wheelchair access. There are disabled toilet facilities.

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 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 into account their pace of learning and the equipment they use;
- Takes into account the effort and concentration needed in oral work, or when using, for example visual 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 to learn about light in science, and use visual resources and images both in art and design and in design and technology;
- Uses assessment techniques that reflect the 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 or modification. We achieve this through greater differentiation of the child's work or through the provision of additional learning resources or working closely with an adult. Where 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 detailed consultation with parents and the Local 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 an 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 an Educational Health and Care Plan;
- Section 365 of the education act 1996. This allows temporary modification or disapplication of the National Curriculum, or elements of it.

Racism and inclusion

The school has implemented the recommendations of the Stephen Lawrence Inquiry: MacPherson Report 1999. The diversity of our society is addressed through our 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 involved in racist incidents.

Summary

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