



INCLUSION POLICY

(see also Equal Opportunities, Inclusion and Highly Able Pupils policies)

1 Introduction

1.1 The mission statement of our school talks of valuing the individuality of all of our children. We are committed to giving all of 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 for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, gender or background. This includes physical ability or disability (including HIV status), learning ability, other special educational needs or academic or sporting ability, race (including colour, nationality, ethnicity, family, cultural or linguistic background), marital status and civil partnership, sexual orientation and gender reassignment, pregnancy and maternity as well as trade union membership and part-time and fixed-time working.

2 Aims and objectives

2.1 Micklefield 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 our children. We make this a reality through the attention that we pay to the different 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 special educational needs;
- highly able children.

2.2 The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs 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.

2.3 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 who we know are not achieving their best?
- Are our actions effective?

- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

3 Teaching and learning style

3.1 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 use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons.

3.2 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.

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

3.4 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 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;
- participate fully, regardless of disabilities or medical needs.

4 Children with special educational needs and disabilities (SEND)

4.1 Some children in our school have SEND. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school aims to meet the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non- SEND. children.

4.2 Teachers modify teaching and learning expectations as appropriate for children with SEND. 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 SEND the opportunity to develop skills in practical aspects of the curriculum.

4.3 Teachers ensure that the work undertaken by children with SEND:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work or practical work;
- is adapted or offers alternative activities in those subjects in which 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;
- uses assessment techniques that reflect their individual needs and abilities.

5 Inclusion and racism

5.1 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 now logged and reported to the governing body by the Headmaster. The school contacts parents of those pupils involved in racist incidents.

6 Summary

6.1 In our school, we value each child as a unique individual. We will strive to meet the needs of all our children.

7 Monitoring and review

7.1 This policy is monitored by the governing body, and will be reviewed every two years, or earlier if necessary.

Mr R M Ardé
Headmaster

Mrs J Hamilton
Chair of Governors

Reviewed: September 2020

Review date: September 2021