



Bathampton Primary School
Together on a learning adventure

Inclusion Policy

Introduction

Bathampton Primary School has been described as having a 'welcoming and delightfully happy environment in which pupils thrive and want to do their best.' We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. 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. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender, life experiences or background.

Aims

Our school 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 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
- disadvantaged children
- children with disabilities
- able, gifted and talented children
- children who are at risk of disaffection or exclusion
- travellers particularly children who live on the canal

We meet these needs of individuals and groups of children 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 enrichment opportunities and activities
- using the local environment in our teaching to make links with the local community

- Providing wrap around care for pupils via breakfast and after school clubs

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?
- Are we helping to create a healthy and cohesive community?

Teaching and learning style

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 everyone achieves their full potential. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons, enabling them to take into account the abilities of all children.

When the attainment of a child is significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Children receive additional support from teachers, T.A.'s and the various interventions that the school has to support their learning. (see School's 'Local Offer' for an outline of these interventions). 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.

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

Teachers endeavour to 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
- 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

Children with disabilities

We welcome children who have disabilities. 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 fully meets the requirements of the Equality Act 2010.

The school is committed to providing an environment that allows disabled children 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. The school has a stair lift and a toilet suitable for a wheelchair user on the ground floor.

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 will 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

Disapplication and modification

The school can, where necessary, modify or dis-apply the 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. 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 exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We will 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 will ensure that every effort had been made to provide the necessary support from within the school'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 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. The school promotes the 'fundamental British values' which includes individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

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 pupils involved in racist incidents. Further details are to be found in the Equality Policy. The school monitors the progress of pupils from different ethnic backgrounds.

Summary

In our school 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 effectiveness of this policy is monitored by the governing body.