

# Tywardreath School



## Inclusion Policy

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Signed \_\_\_\_\_ Chair of Governors

## Introductory Statement

This policy supports the outcomes of the 'Every Child Matters' agenda:

1. Being healthy
2. Being safe
3. Enjoying and achieving
4. Making a positive contribution
5. Achieving economic well-being

## Aims and Objectives

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 we strive to achieve equality of opportunity for our pupils through the attention we pay to the different groups of children who may be represented within our school:

- Girls and boys
- Minority ethnic and faith groups
- Children who are learning English as an additional language
- Children with individual needs or disabilities
- Able, gifted or talented children
- Looked after children

## Teaching and learning styles

The National curriculum is our starting point for planning a curriculum that meets the needs of individuals or groups of children. We meet these needs through:

- Setting suitable learning challenges
- Using flexible teaching styles
- Providing other curricular opportunities outside the National curriculum including intervention programmes, visual resources, speech and language therapy etc

We achieve educational inclusion by continually reviewing what we do. Our SMT is responsible for analysing the achievement of different groups of children and reviewing the support for them to ensure that all pupils are achieving as much as they can. Class Teachers 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.

Where attainment of children falls below expected levels teachers use materials from earlier key stages. Equally if attainment exceeds the expected attainment, Teachers can use programmes of study from a later key stage or extend the breadth of work within the area or areas for which the child shows a particular aptitude.

Teachers ensure that all children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Are taught in groups that allow them all to experience success
- Use materials that reflect a range of social and cultural backgrounds

- Have a common curricular 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

### Children with disabilities

Some children in our school have disabilities. The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classrooms and designated points of entry are wide enough for wheelchair access. We have specialist chairs, desk tops and cushions for pupils with limited coordination skills.

### Disapplication and modification

The school can, where necessary, modify or disapply the National curriculum and its assessment arrangements. Our school policy is only to do this in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication. We achieve this through greater differentiation of the child's work e.g. use of B-squared as a planning and assessment tool. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.e.g. ACC

### Monitoring and Review

This policy is monitored by the Governing body and will be reviewed in two years time.