

## **CRICK PRIMARY SCHOOL**

### **Inclusion Policy/Single Equality Scheme**

#### **Introduction**

One of our aims at Crick Primary School is to value the individuality of all of our children. We are committed to giving each child at our school every opportunity to achieve the highest of standards, to foster an attitude of caring for learning and enabling the opportunity for every pupil to shine. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, disability, attainment or background.

#### **Aims and objectives**

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for all 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 additional educational needs;
- gifted and talented children;
- any children who are at risk of disaffection or exclusion;
- any children with disabilities.

The National 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;
- a commitment to the 'Every Child Matters' agenda;
- commitment to the 'Extended Schools' provision.

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?
- are we successful in promoting racial harmony in preparing pupils to live in a diverse society?
- do we provide every opportunity for all our pupils to have a participatory role in every aspect of their school life?

## **Teaching and learning style**

(See also the school policies on gifted and talented children, special educational Needs and equal opportunities.)

We aim to give all children at Crick Primary School 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 to their potential. We also make ongoing assessment of each child's progress and teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender 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;
- 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**

Some children in our school 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 amended Disability Discrimination Act that came into effect in September 2002.

The school is committed to providing an environment, within its resources, that allows disabled children 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. We use specialist furniture and equipment as and when necessary for pupils with specific physical needs.

Teachers modify learning and teaching 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 ensure that the work for these 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;
- 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 to use visual resources and images both in art and design and in design and technology;

- uses assessment techniques that reflect their 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. When 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 Education 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 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.
- Summary

### **Monitoring and Review**

We monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions
- parental and pupil questionnaires.

The headteacher reports to governors annually on matters regarding disability. The headteacher reports on racist incidents to the LA in line with LA protocol and to the governing body

### **Summary**

At Crick Primary 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.

**Reviewed:**                    **January 2011**  
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