



# DICKLEBURGH VC PRIMARY SCHOOL



Autumn 2006

Date agreed by Governing body .....

Signed (Chair of Governors) .....



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## Inclusion Policy

### 1 Introduction

- 1.1 This policy has been developed in accordance with the principles of Every Child Matters and the individual entitlement of each child to integrated and tailored, high quality provision. Our school's ethos statement talks of our community being one that is built on praise in which we acknowledge our shortcomings and support the growth of others. We are committed, through our aims, 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, attainment or background.

### 2 Aims and objectives

- 2.1 Our school aims to be an inclusive school. 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;

gifted and talented children;

any children who are at risk of disaffection or exclusion e.g. looked after children or those from travelling households.

- 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 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. (This includes speech and language therapy and mobility training.)

- 2.3 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?

do we make best use of specialist outside agencies e.g. Travellers' Resource Base?

### 3 Teaching and learning style

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



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- 3.1** 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 of 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, perhaps after significant amounts of time spent away from school.
- 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.
- 3.3** 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.
- 3.4** Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.
- 3.5** 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;
  - 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;
  - are encouraged to participate fully, regardless of disabilities or medical needs.

### **4 Children with disabilities**

- 4.1** Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these 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.
- 4.2** 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.
- 4.3** 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;



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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.

### **5 Disapplication and modification**

- 5.1** 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.
- 5.2** 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.
- 5.3** 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.
- 5.4** The school will, from time-to-time, work in partnership with other settings to develop dual registration arrangements. Special school, dual registered children who attend Dickleburgh on a part time basis will, most usually be disapplied from the National Curriculum though this would not necessarily be the case with pupils attending a PRU.

### **6 Summary and monitoring**

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



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- 6.2** The governing body will receive attainment information from the headteacher for these specific inclusion groupings
- gender,
  - ethnic group,
  - statemented pupils,
  - pupils on SEN register,
  - pupils with English as an additional language,
  - traveller children,
  - dual registered pupils,
  - looked-after children,
  - gifted and talented children.

Any issues arising from this data will be discussed within the appropriate committees and used to determine development priorities.