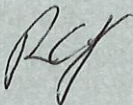




WHERE STARS SHINE

INCLUSION POLICY

Policy Lead Committee:	Local Academy Committee	In consultation with: SLT
Approved by:		Date: 20 th July 2023
Policy Date: Summer 2023	Review Date: Summer 2025	
Review Frequency: 2 Years		



1. Introduction

To be read in conjunction with the following school policies: Accessibility, Equal Opportunities; Gifted and Talented Children; Anti-Bullying; Racial Equality; Safeguarding, Special Educational Needs.

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, disability, gender or background.

2. 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 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 including ASD;
- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- Travellers and asylum seekers.

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.



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

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.

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.

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

Teachers ensure 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

The school is committed to providing an environment that allows children with disabilities full access to all areas of learning.

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.

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;
- uses assessment techniques that reflect their individual needs and abilities.

In response to the Disability discrimination Act 2005 and in conjunction with the LA, the Local Academy Committee and Board of Trustees are constantly reviewing how the school can be made more accessible for disabled children.

5. Bullying and Autism

Children with an autism spectrum disorder (ASD) have difficulty 'reading' social situations and knowing how to engage in ever-changing social contexts. They find it hard to predict other people's behaviour and to interpret their body language and expressions to guess what they are thinking or feeling. This makes it difficult for children with an ASD to understand other people's intentions, and makes them an easy target for bullies.

Because children and young people with autism may be unaware that others 'judge' their behaviour, they may be especially vulnerable to bullying in the community. In an ever-changing world cyber bullying, on-line or via mobile phones, is an increasing problem for all young people, and for the reasons described above even more so for those whose needs lie on the spectrum

Due to impairments in social understanding and imagination, bullying issues are perhaps even more complex for people with ASD. For example, a vulnerable pupil may not recognise that they are being bullied and believe themselves to be part of the group because they are paying them attention or asking him/her to do things for them. Another example may be where a pupil with autism becomes obsessional about another pupil and targets them in either a positive or negative way.

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As most pupils with autism have very little understanding of the feelings of others it is difficult, therefore, to be sure that the behaviour was 'deliberately hurtful'. For example pupil A may frequently shout at pupil B, not because he wants to upset him, but because he is curious about B's reactions.

Young people with autism can make direct remarks but have no intention of causing harm. Such comments cannot be considered as bullying, but they need to be addressed so the pupil learns about the impact of their remarks and how to interact more appropriately. Such issues will be explored through staff training and staff will be trained to understand and address these from an autism specific perspective.

6. Disapplication and modification

The school can, where necessary, modify or dis-apply 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.

7. Racism and inclusion

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 recorded and reported to the governing body and LA. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.



8. Summary

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.

This policy is available on the school website:
www.severnbanksprimaryschool.co.uk/website/policies/257152. Paper copies are available on request from the School Office.