



# **Goodmayes Primary School**

## **INCLUSION POLICY**

**Agreed by Governors: Summer Term 2023**

**Review Date: Summer Term 2025**



# Inclusion Policy

(See also EAL; Equal Opportunities; Gifted and Talented; Racial Equality; SEND)

## 1 Introduction

**1.1** Goodmayes Primary School is committed to providing an appropriate and high-quality education to all our children. We value the individuality of all of our children and we are committed to giving them 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 and we fulfil our equalities duty as identified in the Equality Act 2010 to meet the needs of all irrespective of ethnicity, attainment, age, disability, gender, gender reassignment, race, religion/belief sexual orientation and any other factors.

## 2 Aims and objectives

**2.1** Our school aims to be an inclusive school, catering for diverse needs and working in partnership with parents/ carers. We aim to involve parents/carers at every stage in plans to meet their child's additional needs. We actively seek to advance equality of opportunity by removing the barriers to learning and participation through the appropriate funding channels e.g. Pupil Premium grant, which can hinder or exclude individual pupils, or groups of pupils. It is permissible to positively discriminate for pupils with a disability or impairment. 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
- Children with specific disabilities
- Children who are significantly more able than their peers:
- Children who are at risk of disaffection or exclusion;
- travellers and gypsies
- Children who are looked after by a local authority
- Children with specific health needs
- Children with medical conditions
- Children who are risk of disaffection and exclusion
- Young carers
- Asylum seekers and refugees;
- Disadvantaged/vulnerable pupils;
- LGBTQi+ pupils.

**2.2** The National Curriculum is our starting point for planning. The school curriculum is designed to reflect the cultural diversity of the school community; it

provides both challenge and enrichment, to ensure that it meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning targets and challenges;
- responding to children's diverse learning needs and learning styles;
- 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.
- providing carefully selected resources that support pupils to access the learning.
- instilling in children a 'growth mindset'
- learning behaviours and their application to pupil learning
- our curriculum design is matched to the needs of our pupils
- regular tracking of children's attainment through termly target setting meetings

**2.3** 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 variances 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?
- how can we improve our practice and provision so all children can achieve their best?
- are we successful in promoting religious, cultural and racial harmony and preparing pupils to live in a diverse society?
- are our teachers equipped with the subject knowledge and training to meet the demands of the curriculum?
- how can we further effectively engage with parents and the wider community?

### **3 Teaching and learning style**

**3.1** We aim to give all our children opportunities 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 well 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 consider the attainment of all their children. For some children, we use the programmes of study from earlier year groups.

**3.2** When the attainment of a child falls significantly below age related expectations, 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 age related expectations, teachers use materials to extend the breadth of work within the area or areas in which the child shows particular aptitude to deepen their learning.

**3.3** Teachers are familiar with the equal opportunities policies covering all the protected characteristics age, disability, gender, gender reassignment, race, religion/belief, sexual orientation and any other factors.

**3.4** Teachers ensure that all children:

- have a welcoming, calm and positive place to learn
- 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;
- are challenged to enable them to succeed;
- participate fully, regardless of disabilities or medical needs.
- have access to dual language resources where possible that build their confidence and celebrate their cultural and linguistic identity.

## **4 Children with disabilities**

**4.1** 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 both the Equality Act 2010 and the Disability Discrimination Act Regulations 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

**4.2** The school is committed to providing an environment that allows children any disability full access to all areas of learning. The building is fully accessible to children with a physical disability. All classroom entrances and designated points of entry, are wide enough for wheelchair access. The school provides specialist desks and chairs for pupils with limited motor-coordination skills if required.

**4.3** 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 opportunities to develop skills in practical aspects of the curriculum.

**4.4** Where appropriate, teachers would seek expert advice and 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;
- 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 also 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 as per classroom practice;
- is supported by Learning Support Assistants or Teaching Assistants where necessary.

## **5 Disapplication and modification**

**5.1** Goodmayes Primary 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 specialists 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 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 91 of the Education Act (2002) allows disapplication or modification of the National Curriculum, in specific cases or circumstances

Section 92 of the Education Act (2002) allows disapplication or modification of the National Curriculum, where the special educational provision for any pupil is specified in an EHC plan maintained for the pupil

Any disapplication must be reviewed annually as part of the review of the EHC Plan. If an EHC Plan ceases, the disapplication included in the EHC Plan will also cease.

## **6 Inclusion and racism**

**6.1** Goodmayes Primary 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. Teachers are flexible in their planning and offer appropriate challenges to all pupils, considering ethnic or social background. All racist incidents are recorded and reported to the Governing Body by the Headteacher. Where appropriate, Goodmayes Primary School contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

## **7 Summary**

**7.1** 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.

## **8 Roles and responsibilities**

**8.1** The Governing Board will ensure that inclusion provision is of a high standard and will evaluate the effectiveness of the provision and inclusion policy

**8.2** The Headteacher will ensure that the management of inclusion remains consistent and effective, providing regular reports to the Governing Board.

**8.3** This policy is monitored by the Governing Board and will ensure that be reviewed in two years, or earlier if necessary.

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