Bolsover Infants and Nursery School

Inclusion Policy

This Policy has been written in accordance with the wishes of staff, children and Governors of Bolsover Infants and Nursery School.

Date Agreed……

Signed……..

Bolsover Infant & Nursery School

INCLUSION POLICY

This policy is to be seen in the context of:

- Wider action taken both locally and nationally
- A format to prevent exclusion of pupils
- As a support to the local community
- To encourage employment and achievement
- To reduce crime rate

Our Aims

We aim to provide an Inclusive educational communities which take account of the needs of individuals and where individuals are valued, feel secure and have a sense of belonging. We will work actively to promote this process and reduce exclusive practices. We will reduce barriers to learning and participation to ensure that all learners experience learning environments in which they can strive for and attain their highest levels of achievement.

Our Objectives

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, These include (but are not exclusive)**:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs or disabilities;
- gifted and talented children;
- Socio-economically - disadvantaged children
- any children who are at risk of disaffection or exclusion.
- Pupils who may face other barriers to their learning and/or well-being, which may include pupils who share a protected characteristic

How will we achieve this?

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;

- Teach knowledge, skills and understanding in ways that suit pupils' abilities
- A flexible approach to the coverage of age-related programmes of study
- Using programmes of study content as a resource or to provide a context for learning

- Extend the breadth or depth of study for very able pupils

Responding to children's diverse learning needs;

- Planning should ensure all pupils take part in lessons fully and effectively, taking account of different experiences, interests and strengths.
- Teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.
- Creating effective learning environments.
- Securing motivation and concentration.
- Providing equality of opportunity through varied teaching approaches.
- Using appropriate assessment approaches.
- Setting targets for learning.

Overcoming potential barriers to learning and assessment for individuals and groups of pupils;

- Taking account of pupils' special educational needs or disabilities to ensure effective participation in curriculum and assessment activities.
- Pupils with special educational needs should have their needs met in many cases through greater differentiation of tasks and materials, in line with the SEN Code of Practice. Teachers should take specific action by:
  - Providing for pupils who need help with communication, language and literacy;
  - Planning to develop pupils' understanding through the use of all available senses and experiences;
  - Planning for full pupils' full participation in learning and in physical and practical activities;
  - Helping pupils to manage their behaviour;
  - Helping individuals to manage their emotions, particularly trauma or stress.

- Pupils with disabilities should be enabled to participate as fully and effectively within the curriculum. Teachers should take specific action by:
  - Planning appropriate amounts of time to allow for the satisfactory completion of tasks;
  - Planning appropriate opportunities for the development of skills in practical aspects of the curriculum;
  - Identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.
- Pupils who are learning English as an additional language have diverse needs in terms of support necessary in English language learning. Teachers should take specific action to help such pupils by:
  - Developing their spoken and written English;
  - Ensuring access to the curriculum and to assessment.

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?

Teaching and learning style

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 or later key stages. This enables some of our children to make progress at their own pace.

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 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.

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.

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.