

BOURN C of E PRIMARY ACADEMY

INCLUSION POLICY



Inclusion policy

Committee responsible: HR&PR

Issue: February 2017

1. Bourn Primary Academy Ethos

- 1.1** We provide an inclusive education of the highest standard in accordance with our historic Church of England foundation. We teach respect and consideration for others and foster an awareness and tolerance of faiths and traditions. Our aim is that our children will become organised, confident, self-motivated, outward looking and socially aware. We also subscribe to the Church Schools' ethos as provided by the Church of England.

2. Introduction

- 2.1** The Bourn Primary Academy Ethos Statement talks of valuing the individuality of all of our children. We are committed to giving our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all of the children in our school – regardless of their age, gender, ethnicity, attainment or background.

3. Aims and objectives

- 3.1** Bourn Primary 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;
- able, gifted and talented children;
- any children who are at risk of disaffection or exclusion;
- disadvantaged children (FSM, Ever6);
- children with disabilities or medical needs;
- travellers;
- asylum-seekers.

- 3.2** 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, recognising that these groups may be fluid and responding with flexibility;

- 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)

3.3 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?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

The data we gather using the school's system of progress trackers help us to review our pupils' progress against these criteria.

4. Teaching and learning styles

(See also our policies on Able, Gifted and Talented Children, Special Educational Needs, Equal Opportunities, and English as an Additional Language).

4.1 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. The SENDCo and class teacher plan evidence-based interventions for pupils who need support to 'close the gap' and for able, gifted and talented pupils to make even more progress and achieve their full potential.

4.2 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. Individual plans are implemented and targets are set at a suitable level.

4.3 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.

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

4.5 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.

5. Children with specific needs

- 5.1** Some children in our school have specific needs and consequently need additional resources. Bourn Primary 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.
- 5.2** Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with specific needs 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. The school ensures that children with specific needs are involved in school trips and comprehensive individual risk assessments are written to support the child's safe inclusion.
- 5.3** 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;
 - 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.

6. Summary

- 6.1** In Bourn Primary the teaching and learning, achievements, attitudes and well being of every child are of paramount importance. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.
- 6.2** The Head Teacher is responsible for ensuring inclusion. If someone has a concern about inclusion, the initial concern should be raised with the Head Teacher. If the concern cannot be resolved with the School directly, a formal complaint can be made according to the School's complaints procedure, which is accessible from the School website or on request from the school Office.