

Davenham Church of England Primary School

“Working Together, Playing Together, Serving God and Serving Others”

“...encourage one another and build each other up...”

1 Thessalonians 5:11.

POLICY FOR INCLUSION

OVERVIEW

This policy is a statement of the arrangement for Inclusion at Davenham Primary School. It has been written to make these arrangements for inclusion explicit and to ensure continuity of practice across the school. We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement, within our caring and committed school environment. We also believe that inclusion involves every person that enters Davenham School for any reason and that they should feel welcomed, know who to approach for their requirements and leaves us feeling that they have had a productive, worthwhile and enjoyable experience. This encompasses pupils, parents, staff, visitors and any relevant outside agency. This is evident in our practices, procedures and policies.

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:

- 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 who have physical disabilities;
- gifted and talented children;
- any children who are at risk of disaffection or exclusion.

We aim

- to include all pupils in all aspects of school life
- to continue to raise staff awareness of inclusion by ongoing staff development;
- to maximise the learning potential of all pupils and raise educational attainment for all;

- to promote the personal, social, moral and cultural development of all children
- to ensure within the coverage of the National Curriculum that we cover a range of male and female authors, scientists, artists etc. and that these people come from a variety of faiths and backgrounds
- to ensure that we teach children that families come in different formats but that all should be valued and celebrated
- to recognise and celebrate the progress and achievements that all members of the educational community make
- to develop inclusive practices throughout the educational community and to promote equality of access and opportunity for all learners;
- to ensure that resources for SEN are closely matched to need;
- to work together with all partners in the education of the young person;
- to seek to continuously monitor and evaluate the success of our policy and practice.

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.

At Davenham Primary School we provide education for all pupils through a variety of access strategies including appropriate differentiation, resources and facilities as necessary. All pupils' individual needs are considered, and the full range of flexible responses are available to accommodate and value their diversity.

When planning their work, teachers consider the abilities of all the children. When the attainment of a child falls 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 extend the breadth of work within an area or areas for which the child shows aptitude.

Teachers ensure that children:

- feel secure and know 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 background;

- are taught in groupings that allow them to all 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, setting at KS2 or through provision of additional learning resources.

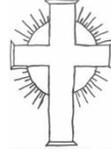
When necessary we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child. Whilst being totally committed to inclusion, we realise that this may not always be a successful option for a child and would then consider, through guidance from LEA and discussion with parents, a more suitable option.

OUTCOMES

1. Pupil Progress discussions between Staff and Headteacher will show that all children are making sufficient progress and where this is not happening intervention will be planned
3. Consultations with parents/carers and pupils will show that all pupils feel valued and included and where this is not the case, intervention or support will be put in place
4. Setting, monitoring and evaluation of targets will ensure all children are suitably challenged
5. Monitoring and logging of behavioural incidents, including any racist and bullying incidents in line with the Anti-Bullying Policy will ensure all cases of bullying are dealt with in a timely and serious manner
6. Monitoring of absence and lateness data will identify children at risk.

EQUALITY STATEMENT

Davenham Primary School is committed to ensuring equality of opportunity for all children, staff, parents, carers and visitors irrespective of their race, gender, gender identity, disability, religion or belief, sexual orientation, marital status, age or pregnancy and maternity. We tackle discrimination through the positive promotion of equality, by valuing diversity, challenging bullying and stereotypes and by creating an inclusive environment which champions fairness and respect for all.



Davenham Church of England Primary School

“Working Together, Playing Together, Serving God and Serving Others”

POLICY FOR INCLUSION

Effective Date		13 March 2017	
Review		Every 2 years	
Person Responsible		Joanne Hyslop	
Signed Headteacher	Signed Chair of Governors	of	Date Ratified
J Hyslop	J Green		13 March 2017

Review Date	Signed Headteacher	Signed Chair of Governors
18 March 2019	Joanne Hyslop	Debbie Mercer