



**CASTLEFORD
PARK JUNIOR ACADEMY**

Inclusion Policy

Date October 2020

Version 2

Next Review: October 2022

Being the best we can be together!

Castleford Park Junior Academy

Inclusion Policy

(See also English as an Additional Language (EAL); Equality Policy; Special Educational Needs and Disability)

Introduction

The motto of Castleford Park Junior Academy is '**Aspire, Achieve and Enjoy**' this applies to every child in school. This policy will ensure that this school is an educationally inclusive school where all pupils will be provided with equality of opportunity. 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.

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 that we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children with special educational needs and or disabilities;
- children with medical needs or disabilities;
- able, gifted and talented children;
- children who are at risk of exclusion;
- travellers;
- vulnerable children;
- asylum seekers;
- children who need support to learn English as an additional language

This policy will underpin all other policies of this school. It will ensure that the provisions of the SEN and Disability Act 2014, Disability Discrimination Act 2005, Race Relations (Amendment Act) 2000 together with the Race Relations Act 1976 and the Equality Act 2010 are put in place in this school.

- Everyone in the school community must ensure that there is no victimisation, discrimination either directly or indirectly to any pupil within school.
- All pupils will be valued equally.
- Everyone will aim to reduce barriers to learning and participation for all pupils, not only those with impairments or those who are categorised as having special educational needs and or disability.
- View the difference between pupils as resources to support and enhance learning.
- Recognise that inclusion at school supports inclusion in society.
- Everyone must ensure that all children are educated within this school unless it is incompatible with the wishes of their parents or incompatible with the efficient education of the child and other children.
- Everyone in school must be familiar with the requirements of the Statutory Codes and Acts that underpin the inclusion policy and underpin all aspects of their work.
- Everyone in school should undertake appropriate training when available to support this work in school.

KS2 National Curriculum 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. (This includes speech and language therapy and occupational therapy)
- Providing adapted/ suitable resources to meet individual's needs.

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?

Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. Through assessment for learning (AFL) strategies 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 interventions and specific, differentiated 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 the area or areas for which the child shows particular aptitude to deepen their understanding.

Teachers are familiar with the equal opportunities legislation covering race, gender and disability. Equality Act 2010

Teachers ensure that all 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;
- Participate fully, regardless of disabilities or medical needs.

Children with disabilities

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 the amended Disability Discrimination Acts that came into effect in September 2002 and in 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to providing an environment that allows disabled 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. 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 the opportunity to develop skills in practical aspects of the curriculum.

Teachers 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 in which 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 both 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.
- Use of ICT to support children with fine motor difficulties.

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 specialists 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/carers and the LA. The school's governor with responsibility for special educational needs (Anna Walker) 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.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through an Education Health Care Plan (EHCP)
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Inclusion and racism

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 recorded and reported to the governing body by the headteacher. The school contacts parents or carers of those pupils involved in racist incidents.

Summary

The commitment to educational inclusion will be an integral part of every aspect of the school's life and work. Our approach is child centred and 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.

Monitoring and review

This policy is monitored by the governing body, and will be reviewed every two years, or earlier if necessary.

October 2022

Reviewed and Amended October 2020

Signed



Date: Oct 2020

Mrs J Roberts
DHT/SENDSCO

Signed



Date: Oct 2020

Miss KLaw
Headteacher

Signed



Date: Oct 2020

Mrs L Simpson
Chair of Governors