

BLACK HORSE HILL INFANT SCHOOL



INCLUSION POLICY (includes an accessibility statement)

28th February 2019

Approved by Committee _____

21st March 2019

Approved by Full Governing Body _____

Signed _____(Chair)

Signed _____(Headteacher)

Black Horse Hill Infant School Inclusion Policy (Including an Accessibility Statement)

1 Introduction

1. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

2 Aims and objectives

2.1 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;
- gifted and talented children;
- looked after children
- any children who are at risk of disaffection or exclusion.
- Increase access for disabled pupils (see 2.3 below)

2.2 The National Curriculum, Key Stage 1 and the Early Years Foundation Stage are our starting points for planning learning opportunities that meet 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. (This includes Personal, Social and Health Education and Citizenship)

2.3 Definition of Disability

The S.E.N. and Disability and Discrimination Act 2014 defines disability as;

“A person has a disability if he or she has physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal day to day activities”.

Black Horse Hill Infant school will work towards being an accessible school. An accessible school is one in which disabled pupils are able to fully participate in the school curriculum. It is also one where the physical environment does not limit pupils' ability to take advantage of the education and other opportunities available.

The school will plan for:

Improving access to the physical environment of the school.

Increasing access to the curriculum

Increasing the delivery of written information to disabled pupils

2.4 We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions and reviewing progress on a half termly basis:

- 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?

3 Teaching and learning style

3.1 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.

3.2 If 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.

3.3 Where the attainment of a child significantly exceeds the expected level of attainment (identified by baseline assessment or half termly monitoring) the breadth of work within the area or areas for which the child shows particular aptitude is extended.

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

3.5 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.
- Meet with external agencies when necessary, to support the school in writing Personal Learning Plans, Early Years Support Plans, Behaviour Support Plans, SCIP's, TAC, CAF and PEP (For Looked after children) i.e. SESS, LACES, Educational Psychologist, Health, MEAS.

4 Children with disabilities

4.1 There may be occasions when some children in our school have disabilities and consequently need additional resources. The school 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 to our school also allow wheelchair access. There is a lift in the Foundation Stage Corridor. There is a wet room / medical room fitted with a 'changing' bed, hoist and shower.

4.2 Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities or technology is used for children to record their ideas. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

4.3 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, visual 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 the curriculum;
- 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;
- use assessment techniques that reflect their individual needs and abilities.

5 Disapplication and modification

5.1 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. The school uses a range of intervention strategies to improve standards. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies 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/carers, the Local Education Authority and a representative from the Governing Body. 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 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

6 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.