

WESTGATE PRIMARY SCHOOL INCLUSION POLICY



The Westgate Vision

At Westgate Primary School, we are committed to promoting the highest possible standards of teaching and learning, to enable everyone to fulfil their potential.

Rationale

Westgate Primary School values the individuality of all children and provides an inclusive environment where all children can achieve the highest of standards and reach their own personal goals and targets. We do this by taking account of pupils' varied life experiences and needs. We offer every child a broad and balanced curriculum and have high expectations of all our children. The achievements, attitudes and well being of all our children matter. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims:

At Westgate Primary 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 all our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- girls and boys;
- children who are eligible for Pupil Premium (children who are or have been FSM, Looked After children, children adopted from care, armed forces families)
- children who need support to learn English as an additional language;
- children with additional learning needs, mental health needs or disabilities;
- able and talented children;
- ethnic and faith groups
- travellers;
- asylum seekers.
- children who identify as LGBTQ

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting appropriate learning challenges;
- responding to the diverse needs of the children;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing wider curricular opportunities to meet the needs of individuals or groups of children;

We achieve educational inclusion by continually reviewing what we do, by asking ourselves these 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?
- Is the language that we use in the classroom promoting an environment of inclusion and equality?

Approaches to Teaching and Learning

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We monitor the attainment of different groups of pupils to ensure that all pupils are achieving. 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.

We use an adaptive teaching approach, being responsive to children's learning needs in order to anticipate barriers and remove them. This can include both in-the-moment adaptations, planned intervention or a tailor-made curriculum if a child has needs which are significantly different to those of his/her peers.

Teachers and support staff 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;
- 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

We are as committed to meeting the needs of these children as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that children with disabilities are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment, within its resources and Health and Safety consideration, which allows disabled children full access to all areas of learning. All classroom entrances are wide enough for wheelchair access and the designated points of entry for the school also allow wheelchair access. For children with non-physical disabilities we review school routines and the curriculum to ensure that children and adults are not placed at a disadvantage. The school will seek to use specialist desks, chairs and other furniture / equipment as and when necessary for pupils with specific physical needs. Our Access Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that the school has to offer, and our Disability Equality Scheme details the actions we plan to take to extend access for the whole community of the school.

Teachers modify their learning and teaching expectations as appropriate for children with disabilities. For example, they may be given additional time to complete certain activities or 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 and support staff 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, for example, using 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 allows 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;

- takes account of pupils whose disabilities impact upon their behaviour and make reasonable adjustments to accommodate this.

Disapplication & Modification

The school can, where necessary, modify or disapply the main 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 adaptation and targeted support or through the provision of additional 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 Leeds City Council.

The school 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.

Should we go ahead with modification of 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.

Inclusion and racism

We are committed to creating a school ethos that promotes racial equality, develops understanding and challenges prejudices. The diversity of the society in which our children are living, is addressed through the planned 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 of those pupils involved in racist incidents. Further details are to be found in the schools Race Equality Policy.

This policy should be read in conjunction with the following policies:

1. Equal Opportunities Policy
2. Racial Equality Policy
3. Behaviour and Discipline Policy
4. Anti-Bullying Policy
5. Curriculum, Learning & Teaching Policy

Summary

In Westgate Primary School we value each child as a unique individual. We provide an inclusive environment where all children can shine. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Implementation of the Policy

Monitoring of this policy will be carried out by the SENDCo and Senior Leadership Team and it will be reviewed every 2 years.

Signed: (Headteacher)

Signed: (on behalf of governing body)

Date: