

# ***TWEEDDALE PRIMARY SCHOOL***

## **POLICY FOR INCLUSION**

### **Review of the Policy**

This policy provides guidance on teaching and learning at Tweeddale Primary School. It reflects the views of teaching staff and was agreed by the Local Governing Body on 13<sup>th</sup> March 2018.

The policy will be reviewed by the Head Teacher annually and by the governing body in **January 2021** or earlier if required. The implementation of the policy is the responsibility of the staff and will be monitored by the Head Teacher, Senior Management and individual curriculum coordinators.

Signed.....  
Headteacher

Date.....

Signed.....  
Chair of Governors

Date.....

## **Inclusion Policy**

Tweeddale Primary School values the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of their varied life experiences and needs. We offer 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.

### **Aims:**

Tweeddale Primary School aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children. 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 from minority faiths and ethnicities;
- Children who need support to learn English as an additional language;
- Children with specific additional learning needs;
- Gifted and talented children;
- Travellers;
- Asylum seekers;
- Refugees;
- Children with special educational needs;
- Children who are subject to Child Protection or Child in Need plans;
- Children who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress;
- Children with emotional and behavioural difficulties.

### **Planning and Learning**

Tweeddale Primary School plans a curriculum that meets the specific needs of individuals and groups of children. When planning, teachers set high expectations and provide opportunities for all children to achieve. Teachers need to be aware that children bring different experiences, interests and strengths to school which influence the way they learn. Teachers plan their approaches to teaching and learning so that all children can take part in lessons fully and effectively. To ensure that they meet the full range of children's needs, teachers should be aware of the requirements of the equal opportunities legislation. Teachers need to ensure that Learning Support Assistants have access to relevant planning so that they can support the children appropriately. Teachers should take specific action to respond to diverse needs of children by:

- Creating effective learning environments;
- Securing their motivation and concentration;
- Providing equality of opportunity through teaching approaches;
- Using appropriate assessment approaches;
- Setting targets for learning;
- Developing positive relationships with children;
- Setting appropriate learning challenges;
- Overcoming potential barriers to learning and assessment for individuals and groups of children;
- Providing other curricular opportunities to meet the needs of individuals or groups of children;
- Commitment to the Core aims for Children and Young People (Every Child Matters).

Teacher lesson plans include details of differentiation for Gifted & Talented children, those with English as an Additional Language and those with Special Educational Needs and Disabilities. This can take many forms including:

### **Gifted & Talented**

- Tasks which demand higher-order thinking skills;
- Access to advanced resources and materials which support the level of challenge;
- Extension – not ‘more of the same’ but more challenging work;
- Stimulating lessons that have pace so that children are motivated by challenge;
- Creative learning tasks which have a degree of open-endedness and uncertainty to permit children to impose meaning, make reasoned judgements or produce multiple solutions;
- The opportunity to take risks in an organised way and sometimes to fail and to work collaboratively;
- Learning which involves authentic tasks and opportunity for choice and personalisation.

We recognise that such learning experiences benefit all children, not just those identified as Gifted and Talented. Therefore, although at times Gifted and Talented children will be offered special learning experiences, most often teachers use an ‘open door’ or inclusive model of provision in which all children get an opportunity to participate in the above.

### **English as an Additional Language (EAL)**

- Access to dual language texts, posters and displays;
- Access to word banks;
- Opportunity for visual literacy techniques such as reading pictures and drama;
- Provide opportunity for higher order thinking;
- Opportunity for discussion and cooperative learning;
- Opportunities to communicate in their first/home language;
- Display artefacts and materials which reflect the children’s home background;
- Participate in Black History Month;
- Plan learning opportunities in lessons which reflect ethnic minority backgrounds;
- Access to EAL support in small groups or individual sessions.

As many of the children at Tweeddale Primary School have English as an Additional Language, teachers include EAL teaching strategies with all children in all lessons.

### **Special Educational Needs & Disabilities (SEND)**

- Opportunity for visual literacy techniques such as reading pictures and drama;
- Provide opportunity for higher order thinking;
- Opportunity for discussion and cooperative learning;
- Access to word banks;
- Differentiated learning objectives and success criteria;
- Adapted and differentiated printed text to improve access and understanding;
- Graphic organisers and writing frames;
- Hands on equipment;
- Multi-sensory learning opportunities;
- Extra adult support;
- Additional visual cues;
- Learning opportunities which reflect Learning Support Plan (LSP) targets;
- Mixed ability groupings;
- Specialised targets which are reflected in planning;
- Differentiated homework.

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age;

- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

The school will ensure early identification of special educational needs. This is done through monitoring of achievement and teacher observation. It is the responsibility of teachers to inform the Special Educational Needs & Disabilities Co-ordinator (SENDCO) of concerns regarding a child's learning. The SENDCO then ensures further assessment and support (refer to SEND Policy for further details).

### **Pupil Premium**

Pupil Premium is additional funding to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Children eligible for Pupil Premium may also be identified in any of the previous groups and will have access to all the provisions. In addition all Pupil Premium children will be eligible for:

- Subsidised school visits, one day educational trips and school residential;
- A school jumper and book bag at the beginning of the academic year;
- Free school meals;
- Where appropriate, children will be offered breakfast club and/or an after school activity.

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 children to live in a diverse society?

### **Learning and Teaching Styles**

We will give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of children to ensure that they 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, to take into account the abilities of all their children. For some children, we adapt programmes of learning from a previous phase delivered in age related interest level.

When the attainment of a child falls below the expected level - using formative and standardised assessments - teachers enable the child to succeed by planning work that is in line with their 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 demonstrates a particular aptitude.

Teaching and support staff are familiar with the equal opportunities legislation covering race, gender and disability.

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;
- 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**

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 for our school also allow wheelchair access. Teachers modify teaching and learning as appropriate for these children. 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 children whose disabilities impact upon their behaviour and make reasonable adjustments to accommodate this.

### **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. 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 disapplication is the correct procedure to follow. We will only do this after consultation with parents/carers and the Local Authority (LA). The school's governor with responsibility for special educational needs will also be 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.

### **Inclusion and Racism**

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 will be flexible in their planning and offer appropriate challenges to all children, regardless of ethnic or social background. All racist incidents will be recorded and reported to the Governing Body by the Headteacher. The school will contact parents/carers of those children involved in racist incidents. Further details are to be found in the schools Racial Equality Policy.

## **Reporting**

It will be the responsibility of the Headteacher, or a delegated member of staff, to produce a termly report for the Governors' Learning Committee, which will include the following:

- The impact of the provision on the progress made towards narrowing the gap, by year group, for lower achieving pupils in receipt of Pupil Premium funding;
- An outline of the provision put in place since the previous report;
- An evaluation of cost effectiveness, evidenced by the progress made by the pupils receiving a particular provision, when compared with other forms of support. This may include soft data as well as hard.

It will be the responsibility of the Chair of the Learning Committee to ensure this information is reported to the full governing body.

The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will be published on the school website.

## **Summary**

At Tweeddale Primary School we value each child as a unique individual. We will always strive to meet the needs of all our children and ensure that we meet all statutory requirements related to matters of inclusion.

This policy should be read alongside the policies for EAL, Gifted & Talented, SEND and Pupil Premium.