



UPLANDS JUNIOR SCHOOL
Inclusion Policy
January 2021
Renewal: January 2022



1 Introduction

- 1.1** At Uplands Junior School we value the individuality of all our pupils. We are committed to giving each child 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.

This policy has been written in conjunction with the UN Convention on the Rights of the Child article: 13 Right to find things out and share, article 17, right to get information, 23 Right to special education and care and article 28 right to good quality education.

2 Intent and Objectives

- 2.1** Our principal objective is to be an inclusive school. An atmosphere of co-operation and respect is actively encouraged between all parties involved with our school community.
- 2.2** The main intent is 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 of different abilities;
 - disadvantaged children;
 - any children who are at risk of disaffection or exclusion;
 - travellers, asylum seekers and refugees;
 - sick children, young carers, from families under stress;
 - children ‘Looked After’ by the LA.
- 2.3** Planning a curriculum that meets the specific needs of individuals and groups of children is done via the following:
- setting suitable learning challenges;
 - responding to children’s diverse learning needs;
 - taking all reasonable steps to overcome potential barriers to learning and assessment for individuals and groups of pupil;
 - providing other curricular opportunities such as the Creative Curriculum or extra curricular, to meet the needs of individuals or groups of children.
- 2.4** We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:
- 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?

- 2.5** The policy will be reviewed regularly to ensure all reasonable steps are planned for. Measures identified will be incorporated into the School Improvement Plan and any training arising will be identified by the SLT (Senior Leadership Team) and detailed in the School Improvement Plan.

3 Teaching and Learning Style/Implementation

(See also the school policies on gifted and talented children, special educational needs, equal opportunities, English as an additional language and PSHE)

- 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 their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.
- 3.2** When 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 in different intervention groups.
- 3.3** Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from greater depth tasks, or extend the breadth of work within the area or areas for which the child shows particular aptitude.
- 3.4** Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.
- 3.5** Teachers make every reasonable effort to 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 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.

4 Children with Disabilities

- 4.1** Some children in our school may 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. (see Accessibility Plan in the SIP)
- 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. In their planning teachers ensure that they give children with disabilities the opportunity and resources to develop skills in practical aspects of the curriculum.
- 4.3** Teachers take every reasonable step to 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, 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 liaising with relevant agencies in order to develop 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;
- uses 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. 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 and the Local Authority. The school's 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.
- 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

- 6.1** In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations and take all reasonable steps to ensure that we take the experiences and needs of all our children into account when planning for learning.

Signed by

_____ Headteacher Date: _____

