



The Carlton & Faceby and Bilsdale CE Federation

Inclusion Policy

Adopted by	Governing Body Signed: <u>John Ford</u> (Chair of Governors)
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The Carlton & Faceby and Bilsdale CE Federation Inclusion Policy

1. Introduction

1.1. We are committed to giving each child 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 our schools promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or social background.

2. Aims and objectives

2.1. Our schools aim to be fully inclusive schools. We actively seek to:

- remove barriers to learning and participation that might hinder or exclude individual pupils, or groups of pupils, thereby making equality of opportunity a reality for our children;
- plan a curriculum that meets the specific needs of individuals and groups of children;
- set suitable learning challenges for all;
- respond appropriately to children's diverse learning needs;
- ensure the achievement and well-being of different groups of children within our schools:
 - girls and boys;
 - minority ethnic and faith groups;
 - children who speak English as an additional language;
 - children with special educational needs;
 - children from low income families who are entitled to free school meals;
 - children whose education has been disrupted by illness, or breaks in their schooling for other reasons;
 - more able, gifted and talented children;
 - children who are at risk of disaffection or exclusion;
 - travellers;
 - asylum seekers.
- provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children, (this might include speech and language therapy or mobility training).

2.2. We achieve educational inclusion by continually reviewing the attainment and progress of each of the groups listed in 2.1. above, asking 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 groups who are not achieving as well as they should?
- are support strategies and interventions for such groups effective?
- are we successful in promoting social, racial and cultural harmony, and preparing pupils to live in a diverse society?

3. Teaching and learning

- 3.1. We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. 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 and experiences of all their children and to plan appropriate, well-matched learning activities for all. For some children, we may use the Programmes of Study from earlier or later key stages.
- 3.2. When the attainment of a child falls significantly below the expected age-related level, teachers enable the child to succeed by planning 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 use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.
- 3.3. Teachers are familiar with the Equality Duty covering age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation (see our Single Equality Scheme).
- 3.4. 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;
 - observe any particular religious practices in relation to their clothing or daily routines;
 - are taught in groupings that allow them all to experience success;
 - use learning resources which 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 individual needs.

4. Children with disabilities

- 4.1. Some children in our Federation may 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 schools. The schools fully meet the requirements of the Equality Act 2010, in relation to disability discrimination. All reasonable steps are taken to ensure that children with disabilities are not placed at a disadvantage compared with their peers.
- 4.2. The schools are committed to providing an environment that allows physically 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 to our schools also allow wheelchair access. Our accessibility plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our schools have to offer.
- 4.3. 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.

4.4. Teachers ensure that the work undertaken by children with different needs:

- takes account of their pace of learning and the equipment they may need to 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, for example, 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;
- is assessed in ways which reflect children's individual needs and abilities.

5. Disapplication and modification

5.1. The schools can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school's policy is to do this only in exceptional circumstances. The schools make 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 or support services. In such cases, teachers work closely with these specialists to support the child (see our Special Educational Needs Policy).

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 and the Local Authority (LA). 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. Inclusion and racism

6.1. The schools implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). 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 race or ethnic background. All racist incidents are recorded and reported to the governing body by the head teacher. The school would contact parents or carers of those pupils involved in racist incidents.

7. Summary

7.1. 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.