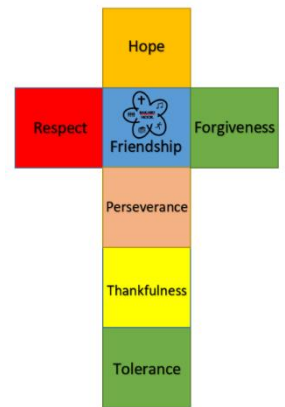




Garton on the Wolds CE Primary School Inclusion Policy

Respect, Aspire, Achieve



Our School Vision is to work as a community within the school's Christian ethos. We learn about world faiths alongside our Christian Values to work towards creating an Outstanding school where all can flourish. Through the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.

Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we enable and equip each child to "I have come that they may have life, and have it to the full" (The Gospel of John – Chapter 10, verse 10).

We will realise our Vision by:

- demonstrating, as a Church school, our Christian values in action
- consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- a partnership of pupils, teachers, parents, governors and the local community
- Targets are challenging and achievable.

Our Values

Our Values are at the heart of our school vision and are illustrated in the Cross and shared with children on a regular basis, in Collective Worship and reinforced through our teaching and every day school life.

We established these in collaboration within our school community.

Our values can be said to be 'Human Values' and inclusive for all. As a Church of England school, however, we have rooted these Values in our Christian beliefs and in stories from the Bible making it particularly memorable for children.

Inclusion Policy

Aims

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 and promoting Christian Values:

- 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;
- Any children who are at risk of disaffection or exclusion.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Setting suitable learning challenges and targets;
- 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 speech and language therapy and mobility training.)
- Promoting Christian Values: Love, forgiveness and reconciliation.

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?

Teaching and Learning Style

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.

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, adapting teaching styles to suit the learner and enthuse the learner by providing exciting and stimulating lessons.

When the attainment of a child significantly exceeds the expected level of attainment, teachers use materials to extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. Teachers ensure that children:

- Feel secure and safe 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;
- Are encouraged to participate fully, regardless of disabilities or medical needs.

Children with Disabilities

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. All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow wheelchair access, as do our toilets. Teachers modify teaching and learning as appropriate for these children.

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, 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 all their studies;
- 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;
- Uses assessment techniques that reflect their individual needs and abilities.

Disapplication and Modification

The school can, where necessary, modify or dis-apply the National Curriculum and its assessments arrangements. Our school policy is to do this 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.

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 Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in the 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.

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.

Policy Written By	Headteacher
Approved By Governors	October 2022
Review Date (Or before if necessary)	September 2024