

BOURNE COUNTY PRIMARY SCHOOL

INCLUSION POLICY

1 General Statement

- 1.1 Bourne CP School believes that every child has an entitlement to develop to their full potential and that all children should be valued for their individuality. Staff are committed to ensuring all pupils in the school have every opportunity to achieve the highest standards possible. This can be attained by taking into account the pupils' varied life experiences and needs. Diversity should be valued as a rich resource, which supports the learning of all. At Bourne School, our Inclusion Policy recognises a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities. This policy ensures that Bourne School promotes the individuality of all children irrespective of age, ethnicity, attainment, disability, gender or background.
- 1.2 Bourne School recognises that to be fully inclusive, it is of paramount importance that we build on and continue to forge strong links with the wider community, We work closely with many outside agencies already supporting our children and families.

2 Aims and Objectives

- 2.1 Bourne School aims to be an inclusive school. It actively seeks to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of children. Equality of opportunity is a reality for children within the school through the attention given to the individual as well as the groups of children in the school community:
- Girls and boys
 - Minority ethnic and faith groups
 - Children who need support due to having English as an Additional Language
 - Children with Special Educational Needs
 - Children with physical disabilities
 - Able, gifted and talented children
 - Children who are at risk of disaffection
 - Travellers
 - Asylum seekers/refugees
 - Children who are looked after by the Local Authority
 - Others such as those who are sick, are young carers, are in families under stress

3 Role and Responsibilities

- 3.1 At Bourne School all staff have a responsibility to promote inclusion. All teachers are responsible for meeting the needs of all pupils in their class.
- It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.
 - All children have a right to individual help and respect from their teachers and other staff.

- All children should have access, where possible, to all aspects of the curriculum at their level.
- The well being of all children is fostered and children are given extra support when experiencing difficulties.

4 Admissions Policy

- 4.1 All applications for a place at Bourne School will be treated equally. No child will be refused a place in the school because of their disability, special needs, race, gender or background.
- 4.2 Importance is placed on effective induction procedures for all new families, with pre-school visits, parents meetings and reviews of previous records. If the school is aware of a child's special educational needs, before they start at Bourne, everything possible will be done to ensure a smooth transfer. The school will liaise with parents, child's previous Headteacher and gather information from outside agencies and assess the individual needs of the child prior to the child entering the school.
- 4.3 Every effort will be made, where resources are available, to support a child with Special Educational Needs. In some circumstances, admission to school will be on a part-time basis or a reduced timetable to help a child settle in their new class but this will be in collaboration with parents with a clear plan in place to increase hours to full time.
- 4.4 At Bourne School every effort is made to provide support for families from ethnic minorities, especially those with little or no English or who have just arrived in the country. Assistance will be sought from the Traveller and English as an Additional Language service.

5 Objectives

- 5.1 The National Curriculum plays a key part in planning a curriculum that meets the specific needs of groups of children, as well as individuals. These needs are met through:
- Setting suitable learning challenges and targets for learning.
 - Responding to the children's diverse learning needs.
 - Overcoming potential barriers to learning and assessment for individuals and groups of children.
 - Providing other opportunities outside the National Curriculum to meet the needs of individuals or groups of children. This includes after school clubs as well as programmes of work ie speech and language therapy, programmes to develop fine and gross motor skills etc.
 - Commitment to 'extended school' provision.
- 5.2 Commitment to 'Every Child Matters' agenda and the 5 outcomes:
- Be safe
 - Be healthy
 - Enjoy and achieve
 - Make a positive contribution
 - Achieve economic well being
- 5.3 Bourne School achieves educational inclusion by continually reviewing what is done in school and by asking the following key questions:

- Do all children achieve their potential?
- Are there differences in the achievement of different groups of children?
- What is being done for children who are known to be under achieving?
- Are the actions being undertaken effective?
- Is the school being successful in racial harmony?
- Is the school successful in preparing children for life in a diverse society?

6 Teaching and Learning Style

- 6.1 Bourne School aims to give all children the opportunity to succeed as well as achieving the highest level in their personal development. The attainment of different groups of children is analysed to ensure that all pupils are achieving the best they can. Assessment and the tracking of progress is carried out on each individual child to ensure they are reaching targets and making progress. This enables teachers to take into account the abilities of all the children in their class and use any information gained to set targets and plan lessons. Assessment for learning is used throughout the school. Programmes of study from earlier Key stages are sometimes used by some children if necessary.
- 6.2 When the attainment of a child falls significantly below the expected level, teachers, the Inclusions Manager and Special Needs TAs will plan work that is in line with the child's individual needs. This enables the child to make progress and succeed.
- 6.3 If the attainment of the child significantly exceeds the expected level then teachers will extend the breadth of work within the particular area that the child shows aptitude in.
- 6.4 Teachers ensure that all children:
- Feel secure and know their contributions are valued
 - Appreciate and value the differences they see in others
 - Take responsibility for their own actions
 - Are taught in groups that allow them to experience success
 - Use material that reflects 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 but ones which will allow them to succeed
 - Are encouraged to participate fully, regardless of disabilities or medical needs.

7 Children with disabilities

- 7.1 The school is committed to providing an environment, within its resources, that allows disabled children full access to all areas of learning.
- 7.2 Teachers modify teaching and learning expectations as appropriate for children with disabilities. These will include visual aids, use of laptop computers, additional time to complete certain activities and modifying teaching materials.
- 7.3 Teachers ensure that the work undertaken by disabled children:
- Takes into account 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, visual aids

- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment or use certain types of tools
- Allows opportunities for children to take part in educational visits and other activities linked with their studies
- Uses assessment techniques that reflect their individual needs and abilities

8 Disapplication and Modification

- 8.1 The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. The school's policy is only to do this in exceptional circumstances. Bourne School makes every effort to meet the learning needs of all children without recourse to disapplication or modification. This is achieved through greater differentiation or by the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases all staff involved work closely with these agencies to support the child.
- 8.2 In exceptional circumstances the school may decide that modification or disapplication is the correct procedure to follow. This would only occur after detailed consultation with the child's parents.
- 8.3 If the school decides to proceed with modification or disapplication it would be under the following parts of the Education Act:
- Section 364 – Education Act [1996] allows for modification or disapplication of the National Curriculum or elements of it through a statement of special educational needs
 - Section 365 – Education Act [1996] allows the temporary modification or disapplication of the National Curriculum or elements of it

9 Racism and inclusion

- 9.1 Bourne CP School values all pupils equally and celebrates any differences as an enrichment to the school. It recognises and endeavours to meet their individual needs in accessing the curriculum.
- 9.2 Bourne CP School will not tolerate racism, sectarianism or discrimination.
- 9.3 Staff and children are required to report racist incidents to the senior management team and these need to be dealt with appropriately – see Racial Harassment Policy
- 9.4 All racist incidents are reported termly to the local Authority
- 9.5 The school acknowledges the ability to speak more than one language is of great value to the individual and a positive resource for the school.
- 9.6 Bourne CP School is committed to supporting bilingual pupils with the help of English as an Additional Language Service
- 9.7 Bourne CP School believes in good communication with all parents and encourages a positive parent/teacher partnership.

10 Monitoring and Review

- 10.1 This policy is monitored on a day-to-day basis by the Headteacher, who reports to Interim Executive Board about its effectiveness.
- 10.2 This policy will be reviewed every two years