



## **Inclusion Policy**

### **Introduction**

Dickleburgh Academy is committed to providing an appropriate and high-quality education to all our children. We believe that all children, including those identified as having special educational needs and disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

The school aims to foster the personal development of each child by helping them to be responsible, by building their self-esteem, being sensitive to their needs and promoting values of fairness and forgiveness.

Dickleburgh Academy is committed to inclusion. We strive to maintain a loving and caring school community where everyone feels welcome, secure and valued. Supported by close co-operation with the home, parish and wider community, our children will grow into fulfilled, educated people ready to take the Christian message into the world.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

### **Learning and Teaching Styles**

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 consider the abilities of all their children. For some children, we adapt programmes of learning from a previous phase delivered at an age-related interest level.

When the attainment of a child falls significantly below the expected level - using formative and standardised assessments - teachers enable the child to succeed by planning work that is in line with their individual needs. Where 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 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**

Some children at Dickleburgh Academy have disabilities. We are as committed to meeting the needs of these children as we are to meeting the needs of all groups of children within our school. Dickleburgh fully meets the requirements of the Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment, within its resources and Health and Safety consideration, which allows disabled children full access to all areas of learning. access. For children with non-physical disabilities we review school routines and the curriculum to ensure that children and adults are not placed at a disadvantage.

Teachers modify their learning and teaching expectations as appropriate for children with disabilities. For example, they may be given additional time to complete certain activities or 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.

## **How will we monitor inclusion?**

Every staff member is responsible for inclusion. However, to ensure we are successful the following strategies will be used

- Regular tracking of pupil attainment
- Monitoring and assessment schedule
- Termly review of provision management with the Senior Management and teachers to discuss progress of pupils receiving interventions
- Annual reviews for all pupils with an Education Health and Care Plan (EHCP)
- Review of targets in English and maths
- Lesson observations
- Talking to children and parents
- Teacher assessments
- SAT tests
- Monitoring teacher's plans and children's work

## **Disapplication and Modification**

The school, where necessary, modifies or dis-applies the National Curriculum and its assessment arrangements. Dickleburgh's 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. Dickleburgh achieves this through greater differentiation of planned learning or through the provision of learning resources. When necessary, Dickleburgh also supports learning through the involvement of appropriate external specialists. In such cases, teachers work closely with them to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. This would only be undertaken following detailed consultation with parents.

The school governor with responsibility for Special Educational Needs would also be closely involved in this process. Dickleburgh 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 are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the Governing Body by the Head Teacher. The school contacts parents of those pupils involved in racist incidents.

### **Policy Review**

This Policy will be reviewed as and when necessary to respond to any Diocese or Government requirements. In the absence of any such changes the policy will be reviewed on a two-yearly cycle.

**Signed**



**Date** 25/1/19