

Gawthorpe Community Academy Inclusion Policy

1 Introduction

To be read in conjunction with the following Academy policies which can be located on the website: Equal Opportunities, Race & Gender Equality; Special Educational Needs and Disability, Anti Bullying and the Gifted and Talented Children Policies

- 1.1** The mission statement of our Academy talks of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve his/ her potential in all aspects of development, year on year. 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 the Academy safeguards the interests of all pupils and promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

2 Aims and objectives

- 2.1** Our Academy aims to be an inclusive Academy. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. 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 Academy:
- girls and boys;
 - minority ethnic and faith groups;
 - children who need support to learn English as an additional language;
 - children with special educational needs and disability;
 - gifted and talented children;
 - children who are disaffected or at risk of exclusion;
 - travellers and asylum seekers.
- 2.2** The Curriculum guidance for the Foundation Stage and the National Curriculum are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:
- setting suitable learning challenges;
 - 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 may include speech and language therapy, physiotherapy and mobility training.)

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- 2.3** We achieve educational inclusion by continually reviewing what we do, through asking ourselves key questions and aiming to address issues. Key questions which we ask are:
- What are the barriers to learning?
 - Do all our children achieve their best?
 - 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?
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 - Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

3 Teaching and learning style

- 3.1** We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the progress and attainment of different groups of pupils to ensure that all pupils are aiming towards achieving age related expectations or beyond. We also make ongoing assessments of each child's progress and attainment which enables teachers to take into account the abilities of all their children. Teachers use this information during pupil progress meetings in order to plan effective lessons and interventions if appropriate. For some children, we use the programmes of study from earlier key stages (e.g. phonics). This enables some of our children to make progress in their own targets and individual plans. At Gawthorpe Academy we ensure that children experience a broad and balanced curriculum enhanced through Focus weeks, enterprise, inspire and creative activities. Through these experiences we aim to widen children's experiences, practical skills and interests as well as provide fun, enjoyment and success.
- 3.2** When the attainment of a child is below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs for example: a child may access specific, intensive intervention programmes with focussed targets or the SENDCo may be involved if outside agencies are required. Where the attainment of a child significantly exceeds age related expectations, teachers use materials and resources that extend the breadth of work in order to deepen understanding within the area or areas for which the child shows particular aptitude.
- 3.3** Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.
- 3.4** Teachers ensure 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;
 - participate safely and be able to access a safe environment
 - are taught to 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, special educational needs or medical needs.

4 Children with disabilities

- 4.1** Some children in our Academy have disabilities and consequently need additional resources and provision. The Academy 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 designated points of entry allow wheelchair access with support.
- 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 to develop skills in practical aspects of the curriculum.
- 4.3** 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 their studies;
 - uses assessment techniques that reflect their individual needs and abilities.
 - Purchase additional resources if required.
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- 4.4** In response to the Equality Act 2010 the Academy upholds 'disability rights' and demonstrates an inclusive practice where reasonable adjustments are and can be made to allow disabled students the right to access an education.

5 Disapplication and modification

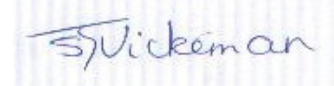

- 5.1** The Academy can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our Academy policy is to do this only in exceptional circumstances. The Academy makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater modification and tailoring of the child's work (through the provision of additional learning resources if needed) so that the child will be able to work towards meeting age related expectations. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with the SENDCO and these agencies to support the child.
- 5.2** In exceptional circumstances it may be decided 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 Academy'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. We apply for extra time in the SATs for those children who have one page profiles and would be supported by this provision.
- 5.3** Should we go ahead with modification or disapplication, we would do so through the *Inclusive schooling: children with special educational needs document (2001)* where the Section 1 of the Special Education Needs and Disability Act 2001 amends section 316 of the 1996 Act.

6 Racism and inclusion

6.1 The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the Foundation Stage Curriculum and the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. The academy's learning mentors build relationships with parents and are involved in recording, monitoring and reporting all racist and non-inclusive incidents. All racist incidents are recorded and reported to the governing body by the Principal. The Academy contacts parents of those pupils involved in racist incidents. Further details are to be found in the Academy's Race and Gender Equality Policy.

7 Summary

7.1 In our Academy 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.

Principal:		Date:	11.07.2016
Chair of Governors:		Date:	11.07.2016