



INCLUSION POLICY

Revised: Spring 2021
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DEFINITIONS

The following terms shall have the following meanings for the purposes of this document:

the School means Clifton All Saints Academy

INTRODUCTION

The School is committed to giving all its children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in the School – regardless of their age, gender, ethnicity, attainment or background.

AIMS AND OBJECTIVES

The School aims to be an inclusive school. This means that equality of opportunity must be a reality for the children. The School makes this a reality through the attention it pays to the different groups of children within the School:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- more able children;
- any children who are at risk of disaffection or exclusion.

Subjects are planned following the New National Curriculum and Key skills along with the Early Years Foundation Stage guidelines. The School aims to provide a stimulating curriculum that meets the specific needs of individuals and groups of children. The School does this 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;

The School achieves educational inclusion by continually reviewing what it does, through asking these key questions:

- Do all the children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What is the School doing for those children who it knows are not achieving their best?
- Are our actions effective?

TEACHING AND LEARNING STYLES

The School aims to give all the 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.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later year band, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers ensure that 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;
- Refer to and use their targets in order to improve the standard of their work.
- Are encouraged to participate fully, regardless of disabilities or medical needs.

CHILDREN WITH DISABILITIES

Some children in the 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.

There are three disabled toilets in the School, one in the under-five class, two in the main building. There are also shower facilities.

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.

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.

DISAPPLICATION AND MODIFICATION

The School can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. The School 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. The School achieves this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, the School also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances the School may decide that modification or disapplication is the correct procedure to follow. The School 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 this process. The School would ensure that every effort had been made to provide the necessary support from within the School's resources before considering such action.

Should the School go ahead with modification or disapplication, it 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.

FORMAL UNCOUPLING FROM YEAR GROUP

The School can, where necessary, move a child into the year group below if their level of ability or maturity is more suited to the children in that cohort, wholly or partially. This is a significant decision and the School would liaise closely with support agencies and with the parents before making a decision.

The same procedures apply if a child is working at a level which better suits the year group above and is mature for his/her age.

The arrangement is closely monitored and steps may be taken to re-integrate the child into the correct year group if and when it is felt to be beneficial.

SUMMARY

In the School the teaching and learning, achievements, attitudes and well-being of every child are important. The School follows the necessary regulations to ensure that it takes the experiences and needs of all the children into account when planning for learning.