



INCLUSION POLICY

Garlinge Primary School and Nursery is a place for everyone to succeed and thrive with inclusion at its heart.

Educational visits and learning outside the classroom are an integral part of life at Garlinge Primary School and Nursery, furthering the education of the pupils. Educational visits and learning experiences outside the classroom are arranged for pupils at Garlinge Primary School and Nursery when pertinent to the Learning Intention of the lesson.

Introduction

We value the individuality of all our children, and that of their families. We are committed to giving all our children every opportunity to achieve the highest of standards. 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 this school can meet the needs of all our children, irrespective of protected characteristics, attainment, age or disability, gender or background.

Aims and Objectives

Our school is an inclusive school. 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 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
- children with disabilities
- children who are in care
- able, gifted and talented children
- children who are at risk of suspension
- children of travelling families
- service children

The National Curriculum is our starting point 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;

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- 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?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Teaching and Learning Style

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 take into account the abilities of all their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

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 extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the equal opportunities legislation as outlined in the Single Equalities Policy.

Teachers 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;
- participate safely in clothing that is appropriate to their religious beliefs;
- 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

Garlinge Primary School and Nursery has two Specialist Resourced Provisions (SRPs), one for children with physical disabilities and one for children with Autism. 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. The school fully meets the requirements of the Equalities Act 2010. Reasonable

steps are taken to ensure that these children are not placed at a substantial disadvantage in relation to disability and compared to non-disabled children.

We ensure our duties within both our SRPs are met as outlined in our service level agreement with the Local Authority.

The school is committed to providing an environment that allows disabled 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. There are accessible toileting facilities across the school, as well as a medical room with full time Welfare support. Please refer to our Accessibility Policy for more information. Our active working party reviews, monitors and evaluates current provision regularly and we work collaboratively within our local area and with Kent to share good practice. Teachers adapt teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may adapt teaching materials. 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 undertaken by disabled 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, visual or communication 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.

Inclusion and Racism

The diversity of our society is addressed through our teaching and learning environment. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or cultural background. All racist incidents are recorded on CPOMS and the Senior Leadership Team and Designated Safeguarding Leads are alerted. The school contacts parents and carers of those pupils involved in racist incidents. The school monitors the progress of pupils from different ethnic backgrounds.

Policy Equality Statement

At Garlinge Primary School and Nursery, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, religion & belief, sexual orientation, marital status, pregnancy & maternity, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in the curriculum and school life.

Summary

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Monitoring and review

This policy is monitored by the Governing Body, and will be reviewed in three years, or earlier if necessary.

Other Policies

This policy should be referred to and used in conjunction with the following policies of the school:

Accessibility Policy and Plan, Anti-Bullying Policy, Positive Behaviour Policy, Safeguarding Policy, SEND Policy and Report, and the Single Equalities Scheme and objectives and the Teaching for Learning Policy.