
WOOD LEY COMMUNITY PRIMARY SCHOOL

EDUCATIONAL INCLUSION POLICY

2023-2024

Reviewed by:	Mrs S Renwick
Review date:	01/09/2023
Approved by COG:	
Approval date:	10/10/2023
Date of next review:	10/10/2024



Wood Ley Community Primary School

EDUCATIONAL INCLUSION POLICY

Our aim is to create an environment where each child is motivated to learn and develop as a person and one where standards are high. The school community involves all staff, governors, children and parent/guardians working together for the good of individuals and the whole school.

The Inclusion Policy should be read in conjunction with the following school policies: Teaching and Learning, Gifted and Talented Children; Special Educational Needs.

At Wood Ley school we value the individuality of all of our pupils and to respond to the diverse needs of our school community. We are committed to giving all our pupils every opportunity to achieve the highest standards and to gain maximum advantage from the opportunities which the education at our school offers. 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 pupils. The achievements, attitudes and well-being of everyone at Wood Ley School are of concern to all the stakeholders. It is the aim of this policy to ensure that Wood Ley School promotes the individuality of all our pupils and staff, irrespective of ethnicity, attainment, age, disability, gender or background.

Wood Ley School aims to be inclusive. We actively seek to remove the barriers for 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 all who attend Wood Ley School. We aim to achieve inclusion by providing differentiated planning which considers the needs of all pupils but in particular the issues that may relate to: -

- gender
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs including disabilities
- children with long term medical needs
- children who are poor attendees
- gifted and talented children
- children who are at risk of disaffection or exclusion
- children from traveler, asylum seeker or refugee families
- children who are young carers
- looked after pupils
- children from families under stress

The curriculum is our starting point for planning to meet the specific needs of individual pupils or groups of children. We meet these needs by: -

- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning
- including the advice and support from external agencies in support programmes

We achieve inclusion by undertaking assessment for learning and review our teaching practice and asking 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 interventions effective?
- are we successful in promoting community cohesion and preparing pupils to live in a diverse society?

At Wood Ley School 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 everyone is achieving as high 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 pupils. For some pupils, we use support programmes to develop basic skills to enable them to access the curriculum. Differentiation of activities rather than assessing purely outcome of task provides the pupils with a staged approach to learning enables pupils to make progress.

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 pupil's 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 shows particular aptitude.

Teachers are familiar with the relevant equal opportunity's legislation covering race, gender and disability.

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, 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;
- are encouraged to participate fully, regardless of disabilities or medical

needs.

At Wood Ley School we will ensure that all pupils are able to work towards achieving their potential. No child or adult will be treated 'less favourably' for a reason related to their disability and 'reasonable adjustments' will be made to ensure that the disabled are not at a disadvantage. (Disability Discrimination Act 2001)

Some pupils attending our school may have disabilities and consequently may require additional equipment. The school 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 the designated points of entry for our school also allow wheelchair access. The leadership team will seek the advice of external agencies to support both staff and pupils to enable the school to make the 'reasonable adjustments' that may be required.

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 completing tasks
- 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 the curriculum
- uses assessment techniques that reflect their individual needs and abilities.

In response to the Disability Act 2001, the staff and the governing body have written a Disability Equality Scheme (DES) which is reviewed annually. Wood Ley School has Equality schemes in place which are also reviewed annually.

The diversity of our society is addressed through our schemes of work. 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 headteacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

At Wood Ley School the teaching and learning, achievements, attitudes and well-being of our community are important. We aim follow the necessary regulations to ensure that we provide a positive and engaging learning environment.