



A POLICY FOR INCLUSION

Philosophy

Grappenhall Heys Community Primary School is committed to the principles and practices of inclusion in all areas of school life. Employment Law and legislation relating to disability and equality govern our practice as a school serving a wide community.

This policy should be read in conjunction with existing policies and plans which help develop an inclusive ethos:

- School Improvement Plan
- Equality Policy
- Asset Management Plan
- Disability Equality Access Plan
- Special Needs and Disabilities Policy
- RE Policy
- Teaching and Learning Policy
- Safe Recruitment and Vetting Policy
- Behaviour Policy and Statement of Written Principles

Aims

We aim to provide for the needs of all our pupils, their families, employees and the wider community, taking particular account of any specific needs or abilities. We recognise our responsibility to provide an ethos and environment which welcomes people from all walks of life - regardless of age, disability, gender, sexuality or ethnicity. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.

Curriculum

The staff here at Grappenhall Heys will modify, as necessary, the curriculum to provide all pupils with appropriately challenging work throughout each Key Stage. We value the individuality of all our children and are committed to giving them every opportunity to achieve the highest of standards.

Five principles are essential to developing an inclusive curriculum

- Setting suitable learning challenges based on a thorough knowledge of pupils' needs
- Responding to pupils' diverse needs through Provision Management
- Overcoming potential barriers to learning by effectively using assessment for learning for individuals and groups of pupils

- Effective planning which includes clear differentiation
- Monitoring and evaluating curricular provision and pupil progress to be aware of the impact of our practice on individuals and groups of pupils with particular needs

We will, at all times, work with outside agencies and parents to meet the needs of our pupils.

Teachers aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. Staff provide quality first teaching to ensure children make progress and teach the knowledge and skills in ways that suit their individual pupils' abilities in order to promote understanding.

Teaching and learning activities for pupils whose attainment falls above or below expected levels is planned using tools such as Pre-Key Stage Standards or Mastery elements of the curriculum.

Those pupils with physical barriers to learning or medical/health needs have a planned curriculum and a classroom environment that takes into account their specific needs and may also have a Healthcare Plan or Individual Care & Access Support Plan. These principles are outlined in the school's SEND Policy.

School may consult outside agencies deemed to be an appropriate source of support and advice in order to ensure provision supports inclusion. Parents are fully informed and involved in deciding action to be taken to improve the curricular and social inclusion of all pupils.

Planning, Assessment, Recording and Reporting

When planning, teachers have high expectations and provide opportunities for all pupils to achieve. Progress is monitored and analysis of data considers the achievements of all pupils across different groups as well as monitoring the progress of individuals.

Planning considers a variety of approaches (visual, auditory, kinaesthetic and emotional) as well as taking cognisance of the fact that all pupils bring a variety of interests, experiences and strengths which influence the way in which they learn.

Teaching staff take specific action to respond to pupils' diverse needs by

- Creating effective learning environments
- Securing motivation and concentration
- Providing equality of opportunity through teaching approaches
- Deploying staff fairly across any groups of pupils and not focusing on one group to the exclusion of others
- Using appropriate assessment approaches
- Setting targets for learning
- Working with parents
- Working with other agencies

Resources

The school has an accessibility plan with no barriers to access to the building.

Within the limits placed on the school by financial constraints, the deployment of resources (human and material) are scrutinised to ensure that equality and inclusion are achieved.

The school has an Asset Management Plan and a Equality Policy and Plan. The School Improvement Plan ensures that the school is working towards a goal of a providing a barrier free, inclusive environment for all the children and adults in the school and wider community.

Resources are chosen to ensure that images portrayed are inclusive.

On joining the school, we collect extensive data from parents in order to establish the future needs of pupils and their families. In this way we can plan to overcome any possible barriers to access or learning in advance of the child arriving at the school (e.g. consulting with prior providers and professionals previously involved with the family, setting aside a budget allocation for specialist equipment or training).

Adults Within the School and Wider Community

We apply equal opportunities principles to all interviews and employment, following Local Authority and statutory guidance. Should a member of staff have a permanent or temporary barrier to employment, we consult the employee and seek solutions to the remove the barrier.

Our attitudes towards the adults in the school ensure that we have an open dialogue so that we are aware of any issues faced by the adult and a plan can be put in place to alleviate these difficulties. This may involve adaptation to the building or resources, provision of alternative sources of information, providing specialist equipment or seeking support and guidance from an outside agency.

Conclusion

Inclusion is as much about an attitude of mind as it is about the provision of resources. At Grappenhall Heys we value each child and adult as a unique individual and are committed to maintaining a positive ethos and attitude towards inclusion, thereby ensuring that all members of our school community feel valued and involved and the needs of all are met.

Management of Inclusion

Inclusion is the responsibility of everyone in the school, including pupils.

The Head Teacher and Inclusion Manager have overall responsibility for Inclusion. It is their role to ensure that inclusion is an integral part of school practice, is monitored and is a feature of every decision made within the school.

It is the Governing Body's role to ensure that Inclusion is monitored within the school's provision. Our Link Governor for Inclusion is Claire Lawton who meets regularly with the Inclusion Manager.

Policy updated by Corinna Tyson September 2021

Approved by the staff September 2021

Approved by Governors September 2021
To be reviewed as policy, practice and requirements change