



CHALKWELL HALL JUNIOR SCHOOL

Inclusion Policy

Reviewed and Approved by:	Governing Body
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Date Reviewed:	October 2024
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Next Review Date:	October 2027
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**Tenacitas
Trust**

CHALKWELL HALL JUNIOR SCHOOL

Inclusion Policy

Introduction

Inclusion is the process of removing barriers to participation and learning so that everyone benefits from educational opportunities. It is a process, not a state, and is characterised by a culture that not only respects but also welcomes diversity. It involves active partnerships between parents/carers and education practitioners and specialist service staff. We are committed to giving all of 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 states that we promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. The school has an ethos of respect for all and actively promotes positive behaviour.

This policy complies with the guidance given in the **Statutory Instrument: Special Educational Needs (Information) and Disability Regulations**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

Education Act 1996

Equality Act 2010

Children and Families Act 2014

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001)

January 2015 and provides guidance from the Children and Families Act 2014

Ofsted Equality Objectives 2016

Keeping Children Safe in Education September 2021

Aims and Objectives:

Our school aims to be an inclusive school. 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;
- summer born children, boys in particular;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children with specific medical needs;
- children with disabilities;
- children with behavioural and emotional difficulties;
- children working at a greater depth - More able and talented;
- children who are at risk of disaffection or exclusion;
- transgender children
- children eligible for FSM;
- children in Local Authority Care;
- children Post Adoption;
- travellers and asylum seekers.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do 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;
- Providing other curricular opportunities outside the National Curriculum to meet the needs

of individuals or groups of children.

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

- Do all our children achieve as much as they can?
- 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?

Teaching and learning style

We aim to give all our 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. For some children, we use the programmes of study from earlier key stages.

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.

The curriculum changes that the government introduced from 2014, (2015 for year 2 and year 6) allow for children to be working at 'greater depth' or 'mastery' within subject areas. The focus is now on facilitating children's ability to apply learned skills in a variety of ways to increase the depth of their learning.

We track the progress of all pupils throughout all year groups, against high prior attainment. Pupils entering the school at 'greater depth' are automatically tracked and judged in terms of their progress as a specific group. Teachers plan work according to the needs of the children with the aim that all children will be working at greater depth by the time that they leave KS2. See the policy for 'More able and talented.'

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

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;
- 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.

Children with disabilities

Some children in our school 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.

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 participate fully, develop skills and achieve their potential.

Teachers ensure that the work of 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

Should we go ahead with modification or disapplication, we should 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 special educational needs;

*please note that the Educational Act of 1996 still stands. Following the Children and Families Act 2014, the SEN Code of practice, 0-25, was published, September 2014, revised January 2015. It explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014. From this legislation, statements of special educational needs have been re-structured and are now Education Health and Care Plans.

- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum or elements of it.

This policy should be read in conjunction with the following documents and school policies:

Keeping Children Safe in Education 2021

SEND Policy

More Able and Talented Policy

Accessibility Plan

Anti-Bullying Policy

Behaviour Policy

EAL Policy

Children Looked After Policy

Equal Opportunities Policy

Exclusion Policy