

# Learning Inclusion Policy

## Introduction

The vision statement of Beecroft Academy talks of valuing the individuality of all of our children. 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, have a wide range of extra-curricular activities and have high expectations of all children. The achievements, attitudes and well-being of all our children are the focus for all we do in school. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

## Aims and objectives

Our school is an inclusive school. We welcome and celebrate diversity and aim for excellence for all pupils. 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 ensure this through the attention that 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
- able, gifted and talented children
- children who are at risk of disaffection or exclusion
- travellers
- Asylum seekers
- children in public care
- children from disadvantaged backgrounds
- looked after children

The Early Years Foundation Stage Framework and the National Curriculum are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- having high expectations of all children
- offering a wide range of learning and teaching experiences through a creative curriculum
- celebrating achievement in all its forms
- valuing the contribution of all children
- training staff to equip them to teach all children
- providing high quality intervention if and when required
- rigorous tracking of children's progress and attainment

We aim to include all children in all the activities of the school by:

- fostering supportive friendships among children
- having a clear behaviour policy that takes account of the particular difficulties that certain specific children face
- working with the LA to find ways to overcome any difficulties caused by the physical environment
- promoting diversity, understanding difficulties, recognising and respecting individual differences
- taking positive steps to prevent exclusions from vulnerable children

- welcoming parents/ carers into the school
- dealing with parents/ carers with honesty, trust and discretion
- taking time, sharing information, listening and valuing contribution in meetings
- making written and spoken language accessible where necessary

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 styles**

At Beecroft Academy, 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 the highest possible standards. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons and to inform the makeup and content of intervention group work. It enables them to take into account the abilities of all their children.

When the attainment of a child falls below the expected level, teachers enable the child to succeed by planning differentiated 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 implement ways for children to apply their skills and 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 covering race, gender and disability.

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 and continually develop
- participate in all areas of the curriculum as far as their disabilities or medical needs allow

### **Children with disabilities**

Some children in our school have disabilities. We are 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 amended Disability Discrimination Acts that came into effect in September 2002 and in 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to providing an environment that allows disabled children access to all areas of learning. Our Access Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. Teachers will also take and act upon advice given by other professionals to meet the needs of individual children. Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use
- takes account of seating arrangements which will most benefit each individual child
- takes account of the effort and concentration needed in oral work, or when using, for example, visual aids
- is adapted or offers alternative activities in those subjects in which 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 schemes of work, which reflect the programmes of study of the National Curriculum. 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. Further details are to be found in the school's Racial Equality Policy.

### **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 as far as is reasonably possible.

### **Monitoring and review**

This policy is monitored by the governing body, and will be reviewed every two years or earlier if necessary.

N Hackett (April 2015)

Reviewed by N Hackett (April 2017)