

WYKE PRIMARY SCHOOL

INCLUSION POLICY/DISABILITY EQUALITY SCHEME

Introduction

Equal opportunities at Wyke Primary School

Wyke School is committed to the fundamental principles of equality of access and opportunity, unbiased treatment and equal value of all individuals. This commitment is reflected in our admission arrangements and policy documents.

Equal opportunity is about girls and boys fulfilling their potential and making choices in their daily lives, unhampered by expectations that are based on gender, ethnic or national origin, intelligence or physical capacity, age, social or religious background.

At Wyke Primary School we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve high standards. This policy helps to ensure that this happens for all the children in our school.

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 (presently represented or who may be represented in the future) 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;
- gifted and talented children;
- any children who are at risk of disaffection or exclusion
- pupils with disabilities

The National Curriculum and Foundation 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 and Foundation Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training.)

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?

We aim to give all our children the opportunity to succeed and reach high levels of personal achievement. When planning their work, teachers take into account the needs of all of their children, making use of assessment information on each pupil to inform teaching and learning. Teachers have high expectations of every learner and develop a wide repertoire of teaching strategies to give children confidence and skills to succeed.

For some children, we use learning objectives from earlier years. 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 use materials from later years, and/or extend the breadth of work within the area or areas for which the child shows particular aptitude.

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 as fully as they are able, regardless of disabilities or medical needs.

Children with disabilities

Children who have disabilities consequently need additional resources. The school is committed to providing an environment that allows all 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.

Teachers modify teaching and learning to encompass all children's needs. 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 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 to take part in all educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

Disapplication and modification

The school can, where necessary, modify or disapply the Foundation and/or the National Curriculum and their assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would 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 of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Summary

At Wyke Primary School the achievements, attitudes and well-being of every child are valued. National initiatives such as 'Every Child Matters' and personalised learning support this philosophy.

The aim of 'Every Child Matters' is for every child, whatever their background or their circumstances, to have the support they need to: be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. Personalised learning is about tailoring education to individual need, interest and aptitude so as to ensure that every pupil achieves and reaches the highest standards possible, notwithstanding their background or circumstances, right across the spectrum of achievement.

At Wyke Primary School we aim to provide a learning environment where each and every child is valued. We seek to develop the aptitudes, skills and knowledge which will help all pupils achieve their true potential through praise, encouragement and high expectations of work and behaviour.

Appendix 1

Differentiation

As each class is made up of individuals with different concepts, aptitudes, skills and knowledge it is often inappropriate for them to work on identical programmes of study.

Differentiation enables you to meet the needs of individuals within a class and maximises the achievements of all pupils. **Planning for differentiation is the means by which the principles of inclusion can be put into practice.**

Differentiation is represented in different forms, and involves:

- **Presentation** - using a variety of media to present ideas;
- **Content** - selecting appropriately from the programmes of study;
- **Resource** - using resources that support pupils' needs;
- **Grouping** - grouping pupils of similar ability for targeted support or pairing with a more able pupil;
- **Task** - matching tasks to pupils' abilities;
- **Support** - offering additional adult or peer assistance;
- **Time** - giving more/less time to complete a given task;
- **Outcome** - reducing the number of tasks, and the amount or quality of work required.

Why differentiate?

- To cater for individual abilities and interests.
- To aid planning procedures and target setting.
- To ensure pupil achievement and success.
- To enhance individual capabilities, strengths and interests.
- It makes teaching and learning more effective.
- To better match task to pupil.
- Differentiated work can assist with early diagnosis of learning difficulties.
- To identify specific needs and gaps in learning.
- Differentiated tasks can lead to the more effective use of resources.
- Children will be better motivated and fewer behavioural problems will arise.

What might you expect to see in a classroom where there is effective differentiation?

- Pupils working independently and showing autonomy.
- Pupils would be working in a variety of different ways.
- There should be clear communication between teacher and pupils.
- The classroom would be organised in an appropriate way for the lesson.
- Pupils may be working on a variety of tasks.
- Children should be grouped in appropriate ways.
- All the children would be involved and well-motivated.
- Pupils would be on task.
- There would be a positive pupil-teacher interaction.
- Pupils would be involved in negotiating their work.
- The children would present their outcomes in a variety of ways.
- A variety of assessment techniques would be in use.
- The teacher would adopt a variety of roles.
- Co-operative learning would be taking place.
- Appropriate texts and guides would be in use.
- A range of resources would be in evidence.
- Teachers are aware of pupils' prior learning and experiences.
- Teachers' planning and records would be on a differentiated basis.

What results would we expect from effective differentiation?

- Interested, well-motivated children responding to challenges.
- Children working productively on task.
- Pupils showing greater independence and co-operation when required.
- Children would be aware of their own progression and develop the ability to self-evaluate. (AfL)
- Effective teaching and learning would take place.
- A high degree of both teacher and pupil satisfaction.

Appendix 2

The purpose of this Disability Equality Scheme is to show how Wyke Primary School is going to promote disability equality for disabled pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school in which everyone involved can take part.

We aim to encourage and listen to local views and involve local people in the work of our school. All school staff have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

The School already makes the following provision for children with disabilities under the DDA:

- Training for staff on learning difficulties, autism and Asperger's syndrome, behaviour difficulties has already been undertaken
- The curriculum has been adapted to meet the needs of disabled pupils
- Materials have been adapted
- Additional resources have been purchased
- Adaptations for building access is being addressed through the school's Accessibility Plan
- Information for parents and public is regularly reviewed in line with DDA

The School has identified certain areas of good practice where proactive steps have already been taken:

- Improved transition arrangements between schools for pupils with disabilities
- Whole school training on autism
- Whole school training on speech and language difficulties
- Consultation with parents with reference to the Healthy Schools programme

The School is aware of some areas of concern:

- Looking at whole school policies with potential for any discrimination that may arise e.g. anti-bullying policy
- Improved ways for greater involvement of children with disabilities e.g. circle time, school council
- Involving disabled children and their parents in making decisions

The DES will be considered in line with all other policy making decisions in the school and will be linked to budgetary implications for the governing body with reference to SFVS (Schools Financial Value Standard).