



Weston Infant and Junior Academies
The Weston Federation

Inclusion Policy

The Weston Federation
Principal – Mrs J Birchall

Policy review		
Reviewed	Next Review	Signed
March 2023	March 2024	Julie Birchall (Principal – Weston Federation)

Weston Federation

Inclusion Policy

(see also Equality and Special Educational Needs Policies)

1 Introduction

The Weston Federation Schools are inclusive schools where we focus on the well-being and progress of every child and where all members of our community are of equal worth. All children share a common entitlement to a broad and balanced curriculum which meets their social and learning needs. 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 recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit the Academies.

We want all members of our school community to feel a sense of belonging within the Academies and wider community and to know that they are respected and able to participate fully in school life. We are committed to giving all of our children every opportunity to achieve the highest of standards.

Inclusion underpins all our Academy policies but the following are an integral part of this Inclusion Policy:

- SEND policy
- Equality policy
- Accessibility policy
- Keeping Children Safe in Education policy
- Supporting Pupils with Medical Needs policy

2 Aims and objectives

Our Academies aim to be inclusive Academies. 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 aim to ensure equality of opportunity for all our pupils in all areas of school life and to ensure that individual strengths are recognised and all pupils achieve their potential. We aim to remove the barriers to learning

and participation that can hinder or exclude individual pupils, or groups of pupils and to ensure that all staff are aware of the systems and procedures in place within the Academies in order that all children have the opportunity to make progress.

We make this a reality through the attention that we pay to the different groups of children within our Academy:

- 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 with disabilities or medical needs;
- children who are at risk of disaffection or exclusion; □ travellers;
- 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 meet these needs 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 to the best of their ability?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving to the best of their ability?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

3 Teaching and learning style

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 as much 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 take into account the abilities of all 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 in consultation with the school SENCO. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or 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;
- participate fully, regardless of disabilities or medical needs.

4 Children with disabilities

Some children in our Academy 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 Academy. The Academy fully meets the requirements of the Equality Act that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

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

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. 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 undertaken by disabled 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 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;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in

science, and also 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.

5 *Disapplication and modification*

The Academy can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our Academy policy is to do this only in exceptional circumstances. The Academy 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 specialists and the school SENCO 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/carers and the LA. The Academy'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 Academy's resources before considering such action.

6 *Inclusion and racism*

The Academy has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). 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 now recorded on CPOMS and reported to the governing body by the Principal. The Academy contacts parents or carers of those pupils involved in racist incidents.

7 *Summary*

In our Academy, 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.

We closely monitor the well-being of our staff and offer CPD training when appropriate and available. The Academy tries to utilise the strengths of the staff to enhance the opportunities provided in Academy.

8 *Monitoring and review*

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