

Ribble Drive Primary School



Inclusion Policy

RATIONALE

Our school aims to provide a secure environment for each pupil so that it is seen to be a caring community in which each individual matters. This rationale will enable us to realise both our **Mission Statement**:

"Be The Best You Can Be."

And our **Disability Statement**:

"To make all reasonable adjustments to ensure that any member of the school community with a disability is not placed at a disadvantage and to endeavour to anticipate their needs in advance of their participation in any activities within the school"

This policy applies to the **whole school**, including the EYFS

This policy supports **Articles 3(Best Interests of the Child), 23 (Children with a Disability) and 28(Access to Education): UNICEF: The Convention on the Rights of the Child.**

INTRODUCTION

We value the individuality of all our children and we are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school - regardless of their age, gender, ethnicity, attainment or background.

WHAT IS INCLUSION?

Inclusion is the keystone of Government policy. There are 3 dimensions to Inclusion:

- **Creating inclusive cultures...**

This dimension is about creating a secure, accepting, collaborating and stimulating community in which everyone is valued, as the foundation for the highest achievements of all students.

- **Producing inclusive policies...**

This dimension is about securing inclusion at the heart of school development permeating all policies, so that they increase the learning and participation of all students.

- **Evolving inclusive practices...**

This dimension is about making school practices reflect the inclusive cultures and policies of the school.

Diversity should not be viewed as a problem to be overcome, but as a rich resource to support the learning for all.

Inclusion should not be confused as another term for Special Educational Needs.

In the *Inclusion Policy* the term SEN is replaced with 'barriers to learning and participation.'

AIMS/OBJECTIVES

Ribble Drive Primary 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
- 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
- Looked after children
- Traveller children

The Early Years Foundation Stage guidance and the National Curriculum are 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 EYFS and National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy, occupational therapy, physiotherapy and mobility training).

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

- Do all 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 STYLES

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 their children.

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 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 fully, regardless of disabilities or medical needs

CHILDREN WITH DISABILITIES

Some children in our school have disabilities and consequently need additional resources. Ribble Drive Primary is committed to providing an environment that allows these children full access to all areas of learning. The school is a modern building and some parts have recently undergone modernisation. All classrooms are accessible by wheelchair. The school also provides a disabled toilet. Lifts are provided to access the KS2 classrooms situated on the second floor of the building. The stairs have been marked with high visibility paint or strips where appropriate to ensure the safety of children moving up and down the stairs.

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 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 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

The school can, where necessary, modify or disapply the National Curriculum and its 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 Education 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.

THE ROLE OF THE CO-ORDINATOR

The inclusion co-ordinator will be responsible for writing, reviewing and ensuring the implementation of this policy. All staff are responsible for supporting the children in their care. Class teachers and non-teaching staff as well as parents/careers are all responsible for ensuring all children are fully included in the life of the school and wider community. This policy should be viewed in line and is heavily and inexplicably linked to the SEN policy, medicines policy, equal opportunities policy, disability equality scheme and accessibility plans.

SUMMARY

Here at Ribble Drive the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

PUBLICATION OF THE SCHEME

The policy will be published:

- on the school website;
- It will be available in paper format to anyone on request.

RESOURCES AND EQUIPMENT

School may require additional resources to meet the needs of children/parents/careers. This will be arranged by the inclusion co-ordinator or the relevant class teacher. Outside support agencies work closely with the school and offer invaluable advice these support agencies are:

- Educational Psychologists
- Behaviour Support Service
- The Additional Needs Team
- Outreach
- Speech and language therapists
- Healthy Young Minds
- Specialist Doctors and Nurses
- Occupational Therapists
- Physiotherapists
- The School Nurse

ANNUAL REVIEW/REPORTING

Review Date

Autumn Term 2026