



## Blaendulais Primary Inclusion Policy

### 1. Introduction

**1.1** 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.

### 2. Aims and objectives

**2.1** 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;
- 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.

**2.2** 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. (This includes speech and language therapy and mobility training.)

**2.3** 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?



### 3. Teaching and learning style

**3.1** 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. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from **school**.

**3.2** 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.

**3.3** 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.

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

**3.5** 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.

### 4. Disapplication and modification

**4.1** 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.

**4.2** 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.

**4.3** 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.

## **5. Summary**

**5.1** In our **school** 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.