



Brickhouse Primary School Inclusion Policy

Introduction

The mission statement of our school references inclusion – *‘striving to learn, improve and grow together’*. 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 and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

It is the responsibility of all staff, pupils, governors, parents and wider stakeholders to ensure that we remain a totally inclusive school and act swiftly on actions which compromise this status.

Aims and Objectives

Our school is an inclusive school and works hard to maintain this. Pupils at Brickhouse are wholly accepting of each other – they know each other as unique individuals and are not discriminated against because of their disabilities or differences. Children are united by their similarities and celebrate differences and diversity so promoting a rich school culture. 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 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;

- LAC pupils
- able, gifted and talented children;
- 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:

- appropriate differentiation in lessons
- setting end of year targets re attainment for our pupils
- responding to children's diverse learning needs and styles
- monitoring the progress and attainment of ALL pupils in school through rigorous monitoring and evaluation mechanisms.
- utilising skills of our Pastoral Manager, Learning Mentor and SEND support staff
- offering wrap around services including Breakfast Club and Afterschool Clubs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- responsive and established partnerships with other agencies to promote and celebrate inclusion e.g. RLT; RRLC, feeder secondary schools and Inclusion Support.
- providing other enriching curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (e.g. speech and language therapy and nurture group)

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

- What can we do to help our children thrive and achieve their best?
- are there differences in the achievement of different groups of children?
- How can we remove barriers to learning?
- What new strategies and interventions can we implement?
- What is the impact of the things we have implemented?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?
- Are we successful in promoting a curriculum that promotes gender equality?

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. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school or due to special educational needs.

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 will use 'greater depth' and 'mastery' materials to ensure that lessons are challenging enough. Children should be learning objectives with a greater depth, rather than learning similar objectives for a greater breadth.

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;
- are taught in groupings that allow them all to experience success but also have opportunity to work in mixed ability groups;
- 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, medical or special educational needs.

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 Equality Act that came into effect in 2010.

Brickhouse Primary has a comprehensive Accessibility Plan and this is available upon request.

All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. The school has two disabled toilet facilities and as the site is upgraded, the Equality Act compliance is paramount. School resources are purchased taking into account the needs of all pupils and include:

- Resources to meet the needs of pupils with physical disabilities
- A visual timetable for pupils who need it,
- Resources to meet the needs of ASD, ADHD pupils; SEND pupils and G&T pupils
- Generic resources in school e.g. books reflect the cultural diversity of the locality and
- Sandwell as a whole and also promote positively disability

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 and highly differentiate learning so lessons are accessible. 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 where children are unable to manipulate tools or equipment, or use certain types of materials;
- can be evidenced and recorded in a variety of ways to suit that child's individual needs.

- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- allows pupils to take part in residential activities
- 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, including and exemplary teams of support staff. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists 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 SEND 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.

Inclusion and Racism

The school 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 recorded and reported to the Governing Body by the Headteacher. The school contacts parents of those pupils involved in racist incidents. 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.

Monitoring and Review

Date: November 2024

Review: November 2027