



**GIFFORD**  
PRIMARY SCHOOL

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# Inclusion Policy

Committee with oversight for this policy – Resources	
Policy to be approved by the Resources Committee	
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**Working in partnership to provide excellent and enjoyable education which  
enables all children to achieve their highest standards**

# Gifford Primary School Inclusion Policy

## **Definition of Inclusion**

Inclusion is the means by which the school ensures that all children are happy, healthy and achieve to the best of their ability and adopt positive attitudes to school and society whoever they are.

## **Aims**

Gifford Primary is an inclusive school, with an ARP for deaf children. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We aim to offer equality of opportunity and diversity, when needed, to the different individuals and groups of children within our school. These groups include;

- Boys and girls
- Disadvantaged pupils (Free school meals, Ever 6, Pupil premium)
- Pupils from minority ethnic and faith groups
- Travellers
- Asylum seekers, refugees
- Pupils who need support to learn ~~have~~ English as an additional language
- Pupils with Special Educational Needs
- Pupils with disabilities or medical needs
- More able, gifted and talented pupils
- Pupils who are looked after children
- Pupils who are at risk of disaffection or exclusion
- Young carers, sick children, children from families under permanent or temporary stress.
- Children adopted from care

We aim to provide a broad, balanced and differentiated curriculum that meets the specific needs of all by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils, recognising these groups may be fluid and responding with flexibility
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children

- Commitment to 'Extended School' provision

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- Providing high quality pastoral care, support and guidance, driven by the leadership team
- Safeguarding the health, safety and welfare of pupils with linked policies;
- Listening and responding to the concerns of children and parents;
- Taking care to balance the needs of all members of the school community.

We achieve inclusive education for our pupils by constant review and evaluation, asking these key questions:

- Does each child achieve as much as they can?
- Are there differences in the achievements of different groups of pupils?
- What is the provision for pupils who are not achieving their potential?
- Are our actions effective?
- Are our pupils and staff happy to be in school?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

The data we gather annually, using the school's system of tracking, help us to review our children's progress against these criteria. We also monitor children's access to extra-curricular activities through the use of extensive provision and club inclusion maps.

### **Teaching and learning:**

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. At the start of each year, all pupils are set aspirational targets. We analyse the attainment of different groups of pupils to ensure all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. The Leadership Team and teachers use this information when planning differentiated lessons and interventions, enabling them to take into account the abilities of all their pupils. Evidence-based interventions are planned for pupils who need support to 'close the gap' and for more able/gifted and talented pupils to make accelerated progress and achieve their full potential. When the attainment of a child falls below or exceeds age-related expectations, teachers seek to enable the child to succeed by planning work and using materials that are in line with that child's individual learning needs. Individual education plans (IEPs) are implemented and suitable targets are set. Where the attainment of a child significantly exceeds age-related expectations of attainment, teachers use materials from a later key stage/year group, or extend the breadth of work (mastery) within the area or areas for which the child shows particular aptitude. Gifford Primary School teachers provide quality first wave teaching to ensure all pupils make progress. We employ extra staff members who support disadvantaged

pupils, more able/gifted and talented pupils and SEND and disabled pupils. These pupils are identified at Pupil Progress Reviews/data analysis and the Leadership Team are provided with regular feedback on pupil progress.

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 allows them all to experience success;
- Use materials that reflect a range of social and cultural backgrounds (without stereotypes);
- 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.

### **Children with disabilities**

We are committed to meeting the needs of children with disabilities. The school fully meets the requirements of the amended Disability Discrimination Acts (2010). All reasonable steps are taken to ensure that these children are not placed at a disadvantage, compared to non disabled children. The school is committed to providing an environment, which allows disabled children full access to all areas of learning.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. Our external classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access.

Teachers modify planning and 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. We ensure disabled pupils are involved in school trips and write comprehensive individual risk assessments to support their safe inclusion.

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.

Further details are to be found in our Disability Equality Scheme (Policy) and Accessibility Plan.

### **Racism and gender**

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, gender or sexuality. All racist and homophobic incidents are recorded and reported to the Governing Body by the Headteacher. The school contacts parents or carers of those pupils involved in racist incidents. Further details are to be found in our Race Equality Policy and Gender Equality Scheme (Policy).

### **Disapplication and modification**

The school, can, where necessary, (e.g. in exceptional circumstances) 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 pupils, without disapplication or modification. We achieve this through greater differentiation or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists, whereby teachers work closely with them to support the child. In exceptional circumstances, we may decide disapplication or modification is necessary. We would only do this after detailed consultation with parents/carers and involvement of the school SEND governor. Before considering this action, we would ensure every effort had been made to provide the necessary support from within the school's resources.

If we go ahead with disapplication or modification, we would do so through:

- **Section 364 of the Education Act (1996)**, which allows disapplication or modification of the National Curriculum, or elements of it, through an EHC Plan;

- **Section 365 of the Education Act (1996)**, which allows temporary disapplication or modification of the National Curriculum, or elements of it.
- Use of the NAA guidelines, updated annually.

### **Summary**

In our school children are valued as unique individuals, can feel secure and are offered opportunities to learn. Structures are in place to support inclusion if they cannot. We will strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to inclusion.

Our Inclusion policy is linked to the following school policies/plans:

- Accessibility Plan
- Disability
- Gender Equality
- Race Equality
- Equality Plan
- Teaching and Learning
- SEND
- Equal Opportunities
- Health and Safety
- Behaviour
- Anti-bullying
- Child Protection
- Sex and Relationships
- Admission