

# **The Richmond School, Skegness**

## **Policy for Inclusion**

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All children have a human right to be educated with their peer group. At The Richmond School, we are fully committed to promoting inclusion of all children, whatever their age, ability, gender, race or background. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school is important.

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and to ensure they achieve their full potential. All pupils should have the opportunity to join fully with their peers in the curriculum and the life of the school. We aim to pay particular attention to the provision for, and the achievement of, 'different groups' within the school, providing extra resources and support, where possible.

At The Richmond School, we are fully committed to inclusion; however, we are aware that, in exceptional circumstances, the needs of the individual child might not be met because of lack of resources or if it is not in the best interests of the other children in the school.

### **Different Groups in the School**

- ◆ Girls and boys.
- ◆ Minority ethnic and faith groups.
- ◆ Travellers, asylum seekers and refugees.
- ◆ Pupils who need support to learn English as an additional language (EAL).
- ◆ Pupils with Special Educational Needs.
- ◆ Gifted and talented pupils.
- ◆ Children 'looked after' by the local authority.
- ◆ Other children, such as sick children, young carers and those children from families under stress.
- ◆ Any pupils who are at risk of disaffection and exclusion.

### **Roles and Responsibilities**

At The Richmond School, all staff and governors have a responsibility to promote inclusion.

- ◆ It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.
- ◆ All children have a right to respect and individual help from their teachers and other staff.
- ◆ All children should have access to all aspects of the Curriculum.
- ◆ The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

### **Admissions Policy**

All applications for places at The Richmond School will be treated fairly. No child will be refused a place in the school because of their special need, disability, race, gender or background.

We value the importance of effective induction procedures with pre-school visits, parents meetings and review of previous records. Before a child starts school, the Foundation teachers make Nursery and Playschool visits. If the school is aware of Special Educational Needs before a child starts school, The Richmond School, will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the

child. Where resources are available, every effort will be made to support a child who has Special Educational Needs.

At The Richmond School, every effort will be made to provide support for those families from the ethnic minorities, especially those who speak English as an additional language or who have come into the country recently. Assistance will be sought from relevant agencies if translation is necessary.

## **CHILDREN WITH DISABILITIES**

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access.

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 their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

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. When planning their work, teachers 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.

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 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 relevant equal opportunities legislation covering race, gender and disability.

Teachers ensure 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

## **Induction**

The Richmond School has an effective induction for pupils new to the school. This was drawn up in consultation with the pupils via the School Council.

## **Monitoring**

We have a continuous assessment of pupils to ensure they are achieving as much as they can and deriving the maximum benefit (according to their individual needs) from what the school provides.

- All Reception pupils are assessed on entry using a Baseline Test. Children transferring from other schools are assessed on entry. These initial assessments are used to inform the school of any diverse needs the child might have.
- To monitor progress and attainment, the pupils take part in QCA, NFER and Collins maths tests.
- Year 2 and Year 6 take the SATs tests.
- QCA and SATs results undergo detailed analysis to identify individual children who are under-achieving and the overall attainment of the diverse groups within the school. This information is used to enable the school to target extra support to individuals and groups of pupils.
- The general ethos throughout the school, including the attitude towards pupils in different groups, is monitored on a daily basis by the Head Teacher and Senior Management Team.
- Records are kept of any incidents of a serious nature, including racial incidents, on forms provided by the LEA.
- The attendance of pupils is monitored constantly by the Headteacher. The EWO is alerted if attendance of the whole school or an individual child becomes a cause for concern.

## **Disaffected Pupils**

At The Richmond School, every effort is made to provide early intervention and support for those pupils who are disaffected or at risk of exclusion as a result of inappropriate behaviour. Behaviour Management Programmes will be implemented at the same time as seeking the help and support from parents before exclusive action is taken. Exclusion will be implemented only in extreme circumstances.

The Richmond School uses a friendship stop at play times which serves to encourage children who feel friendless to be integrated into a group.

## **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 for modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning recourses. 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 to modify the curriculum and provide the necessary support from within the school's resources had been made before considering such action.

## **Partnership with Parents**

The Richmond School, recognises the impact parenting has on a child's development throughout school life. We value the positive role and contribution parents can make to their child's education. We believe that we should work in partnership with parents, ensuring

mutual trust and respect. At The Richmond School, parents are encouraged to visit the school to discuss concerns with the class teacher or Head Teacher. Although we strive to deliver the best possible education to all our pupils and to care for their health, safety and welfare at all times, we recognise that from time to time parents may feel that the school has not lived up to their expectations. For this reason, all parents have access to the School Brochure which contains an Agreed Governors' Policy for dealing with complaints.

Parents are consulted on all Special Needs issues and included in Special Needs reviews and meetings.

**The Co-ordination of the Inclusion Process**

The person responsible for co-ordinating the development of the Inclusion processes within The Richmond School is the head teacher.

All teaching staff are responsible for promoting the inclusive ethos within the classes they teach.

All staff are aware of and responsible for promoting the inclusive ethos within the school.

All new employees are made aware of the Inclusive ethos of the school upon appointment and are informed of their responsibilities during their induction process.

At the Richmond School there is a governor with specific responsibility for inclusion. The governing body have contributed to the inclusion policy and are actively supportive in recognising its value and monitoring its effectiveness.

Ratified by the Governing body on . . . . .

Signed . . . . .

## Further Information

### Useful Documents and Resources

CRE	Learning for All – Standards for Racial Equality in Schools 2000
CSIE	Index for Inclusion
DfES	Social Inclusion: Pupil Support (Circular 11/99)
DfES	What the Disability Discrimination Act (DDA) 1995 means for Schools and LEAs (Circular 20/99)
Folens Publishers	Primary Professional Development: Behaviour Management and Policy (FA6505)
Folens Publishers	Primary Professional Development Able and Gifted Children (FA541X)
Ofsted	Evaluating Educational Inclusion
Ofsted	Improving City Schools
Ofsted	Raising Attainment of Minority Ethnic Pupils: School and LEA responses