



Nurture-Believe-Inspire-Achieve

**Danson
Primary
School**

Inclusion Policy

This policy is provided to all staff and should be read in conjunction with the following policies:

- Safeguarding & Child Protection Policy
- Equality Policy
- Teaching and Learning Policy
- Pupil Premium Policy
- EAL Policy
- Anti-Bullying Policy
- Accessibility
- Staff Code of Conduct
- Visitors Code of Conduct

Introduction

At Danson 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.

Aims and Objectives

Danson 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;
- disadvantaged pupils (Free School Meals and Ever6)
- children who need support to learn English as an additional language;
- children with special educational needs;
- children with disabilities and medical needs;
- more able and talented children;
- any children who are at risk of disaffection or exclusion;
- travellers and 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 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.)

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

- do 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?

The data we gather half termly, using the school's system of progress tracker and assessments, help us to review our children's progress. Half termly meetings between class teachers, year group leaders, SENCO and senior leaders are used to set interventions for those children who are not making progress.

3. 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 of their children. For some children, we use the programmes of study from earlier key stage.

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 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;
- 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.

Expectations

All teachers have high expectations of themselves and of their pupils, with pupils, parents and staff fully involved in setting achievable but challenging targets. The school expects all children to make good progress, measured from their individual starting points.

Assessment

SEN, EAL and More able and Talented pupils are noted plans for class provision. Specific targets for SEN pupils are set for them which are reviewed and shared with parents. Pupils are assessed informally through observation and scrutiny of written work and discussion. Progress is measured half-termly through continuous formative and summative assessment. Provision plans and 'Narrowing the Gap' documents are also reviewed. At Danson, all children are involved in self and peer assessment. Pupils are given opportunities to review their own and others' achievement with a view to raising pupils' self-esteem and encouraging them to recognise their own and others strengths across all areas of learning.

Quality Assurance

Books, plans, and provision plans are monitored each half-termly by the Head Teacher, Assistant Heads, SLT and SENCO. Discussions with class teachers and pupils also take place to fully facilitate every child moving forward in their learning.

Disapplication and modification

The school can, where necessary, modify 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 leaning 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 do this in consultation with parents and the Local Education

Authority. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Summary

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 and learning.

Inclusion and School Admission

At Danson, we admit pupils according to the Bexley admission policy for maintained schools. We do not discriminate against pupils because of their background or special need.

Public Information

Copies of this policy will be available to the public from the School Office.

Date reviewed: September 2020

Next Review: September 2022

Head Teacher: L Casey

Chair Of Governors: M Egelton