



Inclusion Policy

The aims and objectives

Our school aims to be an inclusive school. We actively seek to remove barriers to learning and participation that can lead to the exclusion of individual pupils or the hindrance of their progress. We take positive steps to ensure that everyone's needs are met and that they feel fully included in all aspects of school life. We endeavour to promote the individuality of all pupils and give them the opportunity to achieve their highest personal standard.

At Rendell School we aim to promote high standards and expectations by working with children to:

- develop lively and enquiring minds so that they acquire skills and knowledge relevant to their needs and the demands of society;
- provide the opportunity to extend themselves, intellectually, physically, morally and spiritually to achieve their full potential;
- to enable them to work with independence;
- to become sensitive, courteous, confident and responsible citizens;
- to enjoy school, become well motivated learners who have pride in their school.

We aim to make this a reality through paying attention to the needs of the different groups of children within our school:

- girls and boys
- children with Special Educational Needs
- minority and ethnic faith groups
- children who need support to learn English as an additional language
- gifted and talented pupils
- children from socially and financially disadvantaged backgrounds
- traveller children, asylum seekers and refugees
- children at risk of disaffection or/and exclusion
- sick children, looked after children, grieving children

Planning

The National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We meet these needs through:

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- setting suitable learning challenges;
- responding to children's diverse needs;
- overcoming potential barriers to learning and assessment for individuals and groups of children;
- providing other curriculum opportunities outside the National Curriculum to meet the needs of all children.

We aim to give all children the opportunity to succeed and reach the highest level of personal achievement. For some pupils, we use the programmes of study and learning objectives for earlier year groups. If a child is working 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 a child's attainment is significantly above the expected levels then teachers may use material from a later year group or devise appropriate extension activities in the areas for which the child shows particular aptitude.

Teaching and Learning

We aim to give all children the opportunity to succeed and reach the highest personal achievement. We analyse the attainment of individuals or groups of children to ensure that they are achieving as much as they can. Teachers regularly monitor and assess each child's progress and use this information to inform planning of future lessons.

Teachers ensure children:

- feel secure and are valued;
- appreciate and value the differences they see;
- 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 cultural and social backgrounds, without stereotyping;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disability or medical need.

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our general policy is to do this only in exceptional circumstances. We make every effort to meet the learning needs of all our pupils without recourse to disapplication. We achieve this through greater differentiation of the child's work, or through the provision of additional adult



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support or other 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.

Children with disabilities

Some children in our school have disabilities and consequently need additional resources for support. The school is committed to providing an environment that allows children access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and there is accessibility to the main building at the designated point of entry. The school's Accessibility Plan aims to minimise access difficulties for pupils and adults around the school and areas for development have been prioritised to help meet this objective.

Teachers will modify teaching and learning as appropriate for these children, taking into account, where necessary, the following:

- the pace of work and equipment to be used;
- the effort and concentration needed in oral work or when using, for example vision aids;
- adaptations or modifications to activities or equipment, tools or materials in practical activities;
- allows opportunities to take part in educational visits and other activities linked to their studies;
- the use of appropriate assessment techniques that reflect their individual needs and abilities.

In accordance with the Disability Act 2001 and in conjunction with the LEA, the school management team and governing body will constantly review how the school can be made more accessible for children and adults with disabilities.

Celebrating diversity

Rendell School is a multi-ethnic, multi-faith school and we celebrate the rich diversity this brings. Multi-cultural education in our school offers stimulating, engaging and first hand opportunities to prepare children for life in our diverse society. We offer support to pupils who are new to the country or have English as a second language through the work of the EMTASS team and through the specially designated support worker who provides effective links between home, school and the wider community. Where possible, we strive to provide interpreters for meetings and some written information in other languages, which reflect those commonly found in our school community. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social backgrounds whilst at the same time taking these factors into account.

All racist incidents are recorded and reported to the headteacher and where necessary, the school contacts parents of those pupils who are involved in racist incidents.

Parent and community involvement



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Parents are encouraged to play a full part in the life of the school, they are encouraged to work alongside children in the classroom, and there is Friend's of Rendell Association who contribute to the life of the school and help raise funds for specific projects. The headteacher and class teachers keep parents informed about their child's progress and attainments and other aspects of school life through regular formal and informal meetings, the school newsletter and the school website.

The school building is used by a wide range of groups from the local community. There are regular out of hours' classes for parents and other community members to learn new skills such as ICT, parenting skills and English. There is a regular mother and toddler group which allows children in the locality to become familiar with our school before they start the Reception Class.

Monitoring and evaluation of the effectiveness of our school's practices in educational inclusion.

In monitoring and evaluating our effectiveness we take into account the following:

- that inclusion in education involves the processes of increasing the participation of pupils in, and reducing their exclusion from, the cultures, curricula and communities of local schools
- inclusion involves restructuring the cultures, policies and practices in schools so that they respond to the diversity of pupils in their locality
- inclusion is concerned with the learning and participation of all pupils vulnerable to exclusionary pressures, not only those with impairments or those who are categorised as having 'special needs'
- all have a right to education in their locality
- diversity is not viewed as a problem to be overcome, but as a rich resource to support the learning of all
- inclusion is concerned with fostering mutually sustaining relationships between schools and communities
- inclusion in education is one aspect of inclusion in society.

The following three main questions and bullet points are addressed by our school to measure the progress and effectiveness in educational inclusion.

1. Do all pupils fully access school life?

This relates to:

- what they get out of school, particularly their achievements.
- the opportunity to learn effectively.
- the respect and individual help they get from their teachers and support workers.

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- their access to all areas of the curriculum.
- the attention the school gives to their well-being

2. How well does the school recognise and overcome barriers to learning?

This is about:

- the school's understanding of how well different groups do in school
- the steps taken to ensure that particular groups are not disadvantaged in school and to promote their participation and success
- its strategies for promoting good relationships and managing behaviour
- what the school does specifically to prevent and address sexism, racism and other forms of discrimination that might occur

3. Do the school's values embrace inclusion and does its practice promote it?

This relates to:

- how the values of the school are reflected in its curriculum, resources, communications, procedures and conduct
- how people talk about and treat one another in the school
- the leadership of the senior staff and the consistency of staff behaviour
- what the school tries to do for 'people like me'

It is our belief at Rendell School that inclusion works when:

- there is a clear understanding of the child's needs with all staff working together to meet them
- training is provided for all staff
- staff have a positive attitude and recognise that children have more in common with their peers than differences
- parents are supportive and supported
- additional support is available when required through a Statement of Special Educational needs or through the teaching and other support available in school
- the class teacher is supported by the SENCO, management, EMTASS or other specialist help if required



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- staff understand and are made aware of a child's difficulties and special requirements
- thought is given to potential difficulties for some pupils with residential or day trips so that each child can participate.
- there is effective collaboration between agencies involved with pupils
- adults and children in school show respect for the feelings and beliefs of others.

Summary

At Rendell School the teaching and learning, achievements, attitudes and well-being of everyone is important. We take into account the experiences and needs of our children into account when planning for learning.

Related School Policies

Equal Opportunities
Special Needs
Behaviour