



Inclusion Policy

Introduction

Yorkmead Primary School values the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest of standards based on our six school values. We do this by taking account of pupils' varied life experiences and needs. We offer a creative curriculum which promotes active learning and have high expectations of all our children. The achievements, attitudes and well - being of all our children matter.

This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims

Yorkmead Primary School aims to be an inclusive school. 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 all our children. We make this a reality through the attention we pay to the different individuals and 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 additional learning needs;
- Exceptional learners;
- Children who are at risk of disaffection or exclusion; The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:
 - Setting appropriate learning challenges;
 - Responding to the diverse needs of the children;
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
 - Providing other curricular opportunities to meet the needs of individuals or groups of children;

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

- Do all our children achieve their best?

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- 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?
 - Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Learning and Teaching Styles

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.

Teachers and support staff 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;
- 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 learning intentions that enable them to succeed;
- Participate fully regardless of starting points.

Children with physical impairments

Some children at Yorkmead Primary School have a physical impairment. We are as committed to meeting the needs of these children as we are to meeting the needs of all groups of children within our school. Yorkmead fully meets the requirements of the Disability Discrimination Act that came into effect in September 2002. 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, within its resources and Health and Safety consideration, which allows disabled children full access to all areas of learning.

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All classroom entrances are wide enough for wheelchair access and the designated points of entry for the school also allow wheelchair access. Our Accessibility Plan identifies how we intend to increase the extent to which pupils with a physical impairment is always included Teachers modify their learning and teaching expectations as appropriate for children with disabilities.

Teachers and support staff ensure that the work undertaken by children with a physical impairment

- :• 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, for example, using visual 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;
- Allows opportunities for them to take part in educational visits and other activities linked to their studies;
- Includes approaches that allows 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;
- Takes account of pupils whose disabilities impact upon their behaviour and make reasonable adjustments to accommodate this.

Whole school actions support inclusion by

A curriculum designed to represent the different cultures, religions and races in our school and one which is challenging and provides enrichment

Achievable targets in English and maths and for all pupils

The regular tracking of pupil attainment and the highlighting of any underachievement

Targeting of support for pupils by the teachers, teaching assistants, and Senior Management

The use of intervention programmes to support pupils with learning difficulties

The targeting of underachieving pupils and EAL

Induction of pupils new to this country

A consistent behaviour policy and encouraging children to restore relationships with others and take responsibility for their own actions

Addressing racism, sexism and bullying

The involvement of parents and carers at parents' meetings, curriculum meetings and through regular informal contact

Involvement of outside agencies and specialists

Sharing information about pupils, including health issues, with all staff

Our school, our community, our world

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The diversity of the society in which our children are living, is addressed through the planned schemes of work which reflect the outcomes based on the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. Our children are able to relate to texts, books and curriculum topics which reflect the diversity make up of our school community, locality and world.

This is supported by subject leaders who support the delivering of their subjects, devising inclusive medium term plans and supporting the planning of lessons.

English Lead-Mr Crane

It is the right of all children to have access to a broad and balanced Literacy Curriculum regardless of gender, race, cultural background or any physical or sensory disability. We recognise that each child is unique in terms of ability, interests, background, motivation and learning needs. We aim to ensure that diversity is embraced and that all children have complete access **to a diverse, realistic English** curriculum and the opportunity to influence it. Teachers plan for all children in their care and tailor lessons to include the needs of all children. This can include multi-sensory, visual, dual language, **language rich environment** alongside resources which promote and celebrate the rich diversity within our school and wider community. Performance throughout the school is monitored to track the attainment of different groups. **Texts, books and visual literacy reflects the diversity of the school, community and the world**

Maths –Miss Burke

The planning and teaching of maths applies to all classes and groups of pupils, and to each individual pupil. Only occasionally are the needs of individual pupils or groups of pupils so distinctive that entirely different approaches are needed in order to help them learn mathematics and engage fully in lessons. In these instances, specialist guidance where teachers will adapt existing planning and teaching principles in order to include all pupils. Visual stimulus that make up the diversity of our school, community and world will be consistently used to enhance and reinforce the learning where possible.

PSHE-Mrs Hanson

We are determined to develop a culture of **inclusion** and **diversity** in which all those connected to the **school** feel proud of their identity and ability to participate fully in **school** life. We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which **champions respect for all**. Yorkmead has a whole school approach to the creation of policies, practices and curriculum that attempts to ensure that all children are encouraged to develop and display mutual knowledge, understanding and acceptance. **We promote the needs and interests of all pupils, irrespective of gender, culture, ability, or personal circumstance (Equality Act 2010)**. We teach PSHE to all children, regardless of their ability. Teaching will take into account the

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age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision.

RE-Mrs Mutchell

Yorkmead Primary celebrates the diverse school community, locality and brilliant city of Birmingham. Staff and pupils foster an understanding of the importance of respect based on religious preference. Through the teaching of RE, pupils are exposed to religious beliefs based on the following;

- Personal
- Community
- The world

There are times when pupils will be encouraged to share their beliefs and this will be welcomed and respected.

Science-Mr Clouzeau

Staff ensure that all pupils have equal access to the Science curriculum through identifying individual educational needs and catering for them through differentiated tasks, resources and support (from both other pupils and adults in the classroom). Children's ability and targets are taken into consideration when setting written tasks and challenges are provided for all abilities. **Texts, books, visual support will reflect the diversity of the school, wider community and the world where possible.**

- Collaborative lessons in which the children work in groups or pairs provided the opportunity for children to work together and develop co-operation skills
- Collaborative work also gives them the chance to show, share and discuss their ideas and feelings about their own work and the work of others in order to develop mutual respect for the abilities of others.
- Through studying different scientists from varying scientific backgrounds, they are able to develop an understanding of different times, cultures and, where appropriate, the spiritual beliefs of different people

Music-Mrs Jones

Teachers should be sensitive to gender, age, culture and ethnicity when dealing with music, musicians and composers from different historical eras, religions and cultures, and should encourage pupils to respect the work of others.

At Yorkmead, we recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by

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matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping children by ability and setting different tasks for each group;
- grouping children in mixed ability groups;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children

Geography-Miss Wilkinson

All pupils in Yorkmead are entitled to access the geography curriculum at a level appropriate to their needs. To ensure inclusion, all teaching staff create **reflective** learning environments suited to the needs of all of our pupils and deploy a range of teaching styles and strategies to ensure pupil engagement and motivation.

We are an inclusive school and strive to meet the needs of all children through differentiation which is incorporated into planning so that the children build upon prior learning. This gives children of all abilities the opportunity to develop their skills, knowledge and understanding. A large number of pupils have English as an additional language and so planning takes account of this and provision is differentiated as appropriate.

To ensure a fully inclusive and engaging geography curriculum, opportunities for enrichment are also fully utilized. This is supported through a number of links with places of geographical interest in the immediate and wider locality which engage the children further through contextual and practical learning activities, **promoting cultural capital**.

Computing-Mr Eustace

PE-Mr Partridge

Design and Technology-Miss Taylor

History-Mrs Lucking

Art-Miss Harley

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