

Portland Spencer Academy

Inclusion Policy

The Local Governing Body of Portland Spencer Academy adopted this policy statement in April 2020.

It will be reviewed no later than Autumn 2022.

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1.Setting description and contact details

Portland Spencer Academy is a mainstream setting. We have nursery and breakfast club provision. We are part of the Spencer Academies Trust.

Contact details

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Executive Head teacher: Mrs Kate Green

SENDCo: Mr Dylan Murphy

Chair of Governors: Mr David Kirkham

The Spencer Academies Trust has delegated Full responsibility to the Local Governing Body (LGB) of Portland Spencer Academy for this Policy. It is the LGB's responsibility to ensure this Policy is implemented and reviewed in accordance with statutory and legislative arrangements. The Spencer Academies Trust may, on an annual, basis undertake audits to confirm that appropriate arrangements are maintained by the Academy.

2. Introduction

At Portland Spencer Academy we value the individuality of all of the children in our care. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

3. Aims and objectives

Our 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 our children. We make this a reality through the attention we pay to the different groups of children who may be represented within our school:

- Girls and boys;
 - Minority ethnic and faith groups;
 - Children who need support to learn English as an additional language;
 - Children with special educational needs;
 - More able pupils;
 - Children who are at risk of disaffection or exclusion;
 - Travellers;
 - Asylum seekers;
- The Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs 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 Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training.)
- We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:
- Do all our children achieve their best?
 - 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?

4. Teaching and learning style

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 on-going 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. 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 to extend the breadth of work within the area or areas for which the child shows particular aptitude.

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;
- 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;
- 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.

5. Children with Disabilities

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school meets the requirements of the Equality Act 2010. 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 that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and our Disability Equality action plan will address the designated points of entry for our school to ensure that we can allow wheelchair access going forward.

Teachers modify 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.

Sensitive interventions are also planned to support children with disabilities and delivered as applicable.

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 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 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.

6. Disapplication and modification

The school can, where necessary, modify or not apply the 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. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources.

When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

In exceptional circumstances we may decide that disapplication is the correct procedure to follow. We would only do this after consultation with parents and the Spencer Academies Trust. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

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

- Section 364 of the Education Act (1996). This allows modification or disapplication of the Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act (1996). This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

7. Inclusion and racism

The diversity of our society is addressed through our PSHE / SEAL and RE schemes of work, which reflect the programmes of study of the Curriculum.

Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background.

All racist incidents are recorded and reported to the governing body and the Trust by the assistant principal. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

8. Summary

In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.