

# Orchard Park Community Primary School

Headteacher Stacey Harper B Ed Hons

Ring Fort Road Orchard Park Cambridge CB4 2GR [www.orchardparkprimary.co.uk](http://www.orchardparkprimary.co.uk)

T 01223 438200 F 01223 438209 E [office@orchardpark.cambs.sch.uk](mailto:office@orchardpark.cambs.sch.uk)



## INCLUSION POLICY

We welcome all learners and their families. Our School Aims; formulated with staff, governors, parents and children, reflect our commitment to the inclusion of all children.

Every child in our school matters to us. We aim to make a positive difference to our children's:

- Health and safety (both emotional and physical)
- Enjoyment of learning and commitment to lifelong learning
- Achieving high educational and social standards
- Opportunities to contribute to their school, locality and wider world as a citizen with both rights and responsibilities
- Longer term life chances and ability to provide for themselves and their families as adults

We are committed to providing a broad and balanced curriculum that includes all learners and enables all to succeed. We hold our curriculum under constant review to enable children to maximise their full potential - for spiritual, moral, emotional, social, cultural and physical development, as much as for their academic and intellectual progress. We acknowledge and value where each child's current level of attainment and provide opportunities and experiences to help them move on to the next stage in their development. We have the highest expectations of all of our children. We plan our curriculum to enable our children to explore other cultures, languages and celebrations and we ensure that our curriculum reflects the diversity of our society.

We positively challenge, in everyone, stereotypes and assumptions and actively seek to combat all form of discrimination. The achievements, attitudes and well-being of all of our children matter. This policy reflects our commitment to promoting the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

## AIMS AND OBJECTIVES

Our school aims to be inclusive. This means that equality of opportunities must be a reality for our children. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of children, such as:



- Girls and boys
- Minority ethnic and faith groups (including the traveller community)
- Children who need support to learn English as an additional language
- Children with special educational needs
- Children with physical disabilities
- Gifted and talented children
- Children who are at risk of disaffection or exclusion
- Children 'looked after' by the local authority
- Other children, such as sick children, young carers and children from families under stress.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. However, we modify, as necessary, the Programmes of Study to provide all pupils with relevant and appropriately challenging work.

### **WE AIM TO MEET THESE NEEDS BY:**

- **Setting suitable learning challenges**

We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most pupils should be taught at each key stage - but we teach the knowledge, skills and understanding in ways that suit our pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve.

- **Creating an effective learning environment**

Here, the contributions of all children are valued. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability. We ensure positive messages are delivered to the children through display. Pupils learn to take responsibility for their actions and behaviours both in school and in the wider community. This is done through informal and formal procedures, such as circle time, assemblies and school council. All forms of bullying and harassment, including racial harassment, are challenged. Our strategies include PSHCE, assemblies and the development of effective behaviour and anti-bullying procedures.

- **Setting challenging targets for learning**

Teachers set targets for learning that build on pupils' knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time. Such targets are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation is employed. In these circumstances, teachers use the content of the programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils. Wave 2 and 3 support materials are also implemented. Targets may come from other year groups as appropriate.

For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers plan suitably challenging work. As well as drawing on materials from later year groups or key stages, teachers plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects. We liaise closely with the Local Authority to provide suitable challenges.

- **Using appropriate assessment procedures**

We ensure children with different learning styles are able to shine. Our assessment procedures are familiar to the children and they are adequately prepared to allow them to show their true attainment. We use materials provided by QCA and the DCFS, and our own assessment questions which are free from discrimination and stereotyping in any form. We provide clear and unambiguous feedback to pupils, and in turn report to their parents, to aid further learning. We strive to ensure that parents are as fully informed as possible about their children's learning and parents' evenings take place with teacher, parent and child. This liaison is further supported by parent information evenings in which we inform parents about learning, teaching and assessment.

- **Securing motivation and concentration**

We use teaching approaches appropriate to different learning styles. We also use, where appropriate, a range of organisational approaches, such as paired classes, grouping or individual work, to ensure that learning needs are properly addressed. We vary subject content and presentation so that this matches the children's learning needs. Work is planned so that it builds on the interests and cultural experiences of our pupils. Appropriately challenging work is planned for those whose ability and understanding are in advance of their language skills. We use materials and plan topics using materials which reflect social and cultural diversity and provide positive images of race, gender and disability. We plan and monitor the pace of work so that they all have a chance to learn effectively and achieve success.

- **Providing quality of opportunity**

We ensure that boys and girls are able to participate in the same curriculum. We take account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, science, design and technology, ICT, art and design, music and physical education. We avoid gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment. We take account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences. We enable the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations. This has included the use of specially adapted keyboards for children with visual impairment.

## **OVERCOMING POTENTIAL BARRIERS TO LEARNING**

A minority of pupils have particular learning and assessment requirements which go beyond the provisions described in previous sections of this policy and, if not addressed, could create barriers to learning. Please refer to our Special Educational Needs Policy, Policy for Racial Equality and our Policy for Promoting Good Policy.

- **Pupils with Disabilities**

Not all pupils with disabilities will necessarily have special educational needs. The school has been specifically designed to facilitate full inclusion, with wheelchair access, disabled toilet facilities and hoist.

- **Pupils with English as an Additional Language**

We liaise with LA personnel to ensure an effective language programme is put in place. Class teachers also prepare a welcoming environment by creating dual language signs, where necessary, and using translation programmes to aid understanding. They work closely with teaching assistants to ensure the right level of support is in place. Class teachers also allow EAL children to make friends and develop confidence. This may mean periods of silence when the children first join the school until they are ready to speak out.

We believe that this approach allows them time to settle and feel at ease when they do begin to talk. Language development takes place by providing a range of opportunities for talk and that talk is used to support writing in all subjects. A variety of reading material is explored to highlight the different ways English is used, especially those that help pupils to understand society and culture.

## **WE ACHIEVE EDUCATIONAL INCLUSION BY CONTINUALLY REVIEWING**

### **WHAT WE DO:**

We have monitoring, tracking and assessment procedures in place that help us to see whether all children are achieving to their full potential. We use data to recognise the full potential of all individuals and plan appropriate opportunities for the children to reach this potential.

We use data analysis to identify and monitor the achievement of different groups of children. Also, when we implement intervention programmes, we evaluate the impact and consider next steps so that improvement continues.

We identify children who we know are not achieving their best and consider new approaches to help them develop. This includes children whose emotional and behavioural development is being hindered. Strategies include, establishing a 'circle of friends' so that peer support can be utilised.

We monitor whether or not our actions are effective.

We ensure that we promote diversity, racial harmony and equality through PHSCE, circle time, assemblies, the curriculum; indeed in everything that we do.

## Further References

### *Policies:*

*The Curriculum*  
*Learning and Teaching*  
*Behaviour and Discipline*  
*Special Educational Needs*  
*Policy for Racial Equality*  
*Looked after Children*  
*Assessment*  
*Admissions*

### *Documents:*

*Aims of the School*  
*Code of Conduct*  
*Home School Agreement*  
*Waves of intervention*

## **REVIEW**

This policy is regularly reviewed in line with the policy review cycle.