Priestsic Primary and Nursery School

Inclusion Policy

Introduction

Priestsic Primary and Nursery School values the individuality of all children. We are committed to giving all 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 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

Priestsic Primary and Nursery 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;
- Gifted and talented children;
- 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?
- 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. For some children, we adapt programmes of learning from a previous phase delivered at an age related interest level. When the attainment of a child falls significantly below the expected level - using formative and standardised assessments - teachers enable the child to succeed by planning work that is in line with their 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 demonstrates a particular aptitude.

Teaching and support staff are familiar with the equal opportunities legislation covering race, gender and disability.

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 challenging targets that enable them to succeed;
- Participate fully regardless of disabilities or medical needs.

Children with Disabilities

Some children at Priestsic Primary and Nursery School have disabilities. 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. Priestsic PrImary and Nursery School 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. All classroom entrances are wide enough for wheelchair access and the designated points of entry for the school also allow wheelchair access. For children with non-physical disabilities we review school routines and the curriculum to ensure that children and adults are not placed at a disadvantage. The school uses specialist desks, chairs and other furniture / equipment as and when necessary for pupils with specific physical needs. Our Access Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that the school has to offer. Teachers modify their learning and teaching expectations as appropriate for children with disabilities. For example, they may be given additional time to complete certain activities or 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.

Teachers and support staff 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, for example, using 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 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.

Disapplication and Modification

The school, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Priestsic Primary and Nursery School's 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. Priestsic Primary and Nursery School achieves this through greater differentiation of planned learning or through the provision of learning resources. When necessary, Priestsic Primary and Nursery School also supports learning through the involvement of appropriate external specialists. In such cases, teachers work closely with them to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. This would only be undertaken following detailed consultation with parents. The school governor with responsibility for Special Educational Needs would also be closely involved in this process. Priestsic Primary and Nursery School would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Inclusion and Racism

The diversity of the society in which our children are living, is addressed through the planned schemes of work which reflect the programmes of study of the National 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 by the Head Teacher. The school contacts parents of those pupils involved in racist incidents.

Use of Exclusion/Suspension

At Priestsic Primary and Nursery School we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion. Exclusion/suspension is an extreme sanction and is only administered by the Head Teacher.

The decision to exclude/suspend a pupil will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Exclusion/suspension, whether for a fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson

• Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Head Teacher makes the judgement that exclusion is an appropriate sanction.

At times the Head Teacher will decide not to use the extreme sanction of an exclusion/suspension but will decide that a Pastoral Support Plan should be drawn up to try avoid the sanction of an exclusion/suspension in the future. This might be accompanied by an internal exclusion/suspension.

Exclusion/Suspension Procedure

Most exclusions/suspensions are of a fixed term nature and are of short duration (usually between one and three days). The DfE regulations allow the Head Teacher to exclude/suspend a pupil for one or more fixed periods not exceeding a total of 45 school days in any one school year. The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions/suspensions that would lead to a pupil being excluded/suspended for more than 15 days in a school term or missing a public examination. The Governors have established arrangements to review fixed term exclusions/suspensions which would lead to a pupil being excluded/suspended for more than five days but not more than 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion/suspension parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion/suspension and the date the exclusion/suspension ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter. A return to school meeting will be held following the expiry of the fixed term exclusion/suspension and this will involve a member of the Senior Leadership Team and other staff where appropriate. During this meeting, and if appropriate, a Pastoral Support Plan will be drawn up, which will include a review date. During the course of a fixed term exclusion/suspension where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians. Records relating to exclusions/suspensions will be stored confidentially.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies,

which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him".
- Arson
- Behaviour which poses a significant risk to the child's own safety.

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school. General factors the school considers before making a decision to exclude Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Head Teacher will:

- Ensure appropriate investigations have been carried out, which includes allowing the pupil to give her/his version of events.
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Anti-Bullying Policy and Equality Policy
- Engage the specialist support of the NAP Partnership
- Explore the possibility of a managed move to another Nottinghamshire school. If a managed move cannot be agreed between schools, then the school is to use Fair Access to request a managed move

• Explore a placement through fair access at an alternative educational provision to avoid exclusion.

If the Head Teacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion will be the outcome.

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