



ST LEONARD'S CE PRIMARY ACADEMY
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St Leonard's CE Primary Academy Inclusion Policy 2017-19

This policy should be taken and used as part of St Leonard's CE Primary Academy's overall strategy, and implemented within the context of our vision, instrument of government aims, and values of a Church of England Academy. St Leonard's is a Church of England Primary Academy which celebrates a love of God and puts the Christian ethos at the centre of all that it does.

1 Introduction

1.1 At St Leonard's CE Primary Academy we are committed to giving all our pupils every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the pupils in our academy - regardless of their age, gender, ethnicity, attainment or background. This policy has been written taking into account the Pupils' Act 2004 which sets out the Every Pupil Matters agenda. The main principles of this agenda are that pupils should:

- be healthy
- be safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

2 Aims and Objectives

2.1 Our academy aims to be an inclusive academy. This means that equality of opportunity must be a reality for our pupils. We make this a reality through the attention we pay to the different groups of pupils within our academy:

- girls and boys
- minority ethnic and faith groups
- pupils who need support to learn English as an additional language
- pupils with special educational needs
- gifted and talented pupils
- any pupils who are at risk of disaffection or exclusion



Living and Learning Together with God's Help



- 2.2 The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We do this through:
- setting suitable learning challenges;
 - responding to pupils' diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils;
 - providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils. (This includes speech and language therapy and mobility training).
- 2.3 We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:
- do all our pupils achieve as much as they can?
 - are there differences in the achievement of different groups of pupils?
 - what are we doing for those pupils who we know are not achieving their best?
 - are our actions effective?
- 3 Teaching and Learning Style** (See also the academy policies on gifted and talented pupils, special educational needs, equal opportunities, and English as an additional language.)
- 3.1 We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their pupils. For some pupils, we use the programmes of study from earlier key stages. This enables some of our pupils to make progress in their own lessons, perhaps after significant amounts of time spent away from academy.
- 3.2 When the attainment of a pupil falls significantly below the expected level, teachers enable the pupil to succeed by planning work that is in line with that pupil's individual needs.
- 3.3 Where the attainment of a pupil significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the pupil shows particular aptitude.
- 3.4 Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.
- 3.5 Teachers ensure that pupils:
- 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, without stereotyping
 - have a common curriculum experience that allows for a range of different learning styles
 - have challenging targets that enable them to succeed
 - are encouraged to participate fully, regardless of disabilities or medical needs.
- 4 Pupils with Disabilities**
- 4.1 Some pupils in our academy have disabilities and consequently need additional resources. The academy is committed to providing an environment that allows these pupils full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our academy also allow wheelchair access.
- 4.2 Teachers modify teaching and learning as appropriate for these pupils. For example, they may give additional time to pupils with disabilities to complete certain activities. In their planning teachers ensure that they give pupils with disabilities the opportunity to develop skills in practical aspects of the curriculum.

- 4.3** Teachers ensure that the work for these pupils:
- 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 pupils 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 pupils to learn about sound in science and music, and visually-impaired pupils to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
 - use assessment techniques that reflect their individual needs and abilities.

5 Disapplication and Modification

5.1 The academy can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our academy policy is to do this only in exceptional circumstances. The academy makes every effort to meet the learning needs of all its pupils without recourse to disapplication or modification. We achieve this through greater differentiation of the pupil'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 agencies to support the pupil.

5.2 In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The academy's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the academy's resources before considering such action.

5.3 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 National 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.

6 Summary

6.1 In our academy the teaching and learning, achievements, attitudes and well-being of every pupil are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our pupils into account when planning for learning.

6.2 This policy will be reviewed every two years, or earlier in light of new legislation.