Myton Park Primary School

Inclusion Policy

Revised:	Autumn Term 2020
Next Review Date:	Summer Term 2022
Approved by Governors:	School Improvement meeting 03.11.20

AIM

Myton Park Primary School strives to be an inclusive school a philosophy, which covers every child's rights and entitlement to the very best experiences education, can offer.

We view inclusive practice as a means through which educational attainment may be improved for all children, which draws from the voices of children, parents/carers and professionals. We also aim to support children in developing their strengths, as well as addressing any areas of additional need.

- *Successful inclusion should result in every pupil feeling safe, confident and happy at school. Successful inclusion should see every pupil making the best progress of which they are able and enjoying their time at school – be that in lessons, during their play or lunchtimes or when involved in any of our Extended School activities. Successful inclusion should promote every pupil's belief in themselves as a learner and valued member of our school community.*
- *Successful inclusive provision at Myton Park Primary is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.*

School Aims and Implementation

Myton Park Primary School aims to enable all children the opportunity to achieve their best academically, emotionally and socially through:

- *Providing high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future;*
- *Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;*
- *Enabling children to become active, responsible and caring members of the school and wider community.*

The school works towards these aims by:

- *Promoting high quality learning and exceptional attainment;*
- *Providing high quality curriculum entitlement and a high quality learning environment;*

DEFINITIONS OF INCLUSION.

- *Valuing all children and staff equally;*
- *Increasing the participation of children in, and reducing their exclusion from, the cultures, curricula and communities of local schools;*
- *Viewing the differences between children as resources to support learning, rather than problems to be overcome;*
- *Restructuring the cultures, policies and practices in the school so that it can respond to the diversity of children in the locality;*
- *Reducing barriers to learning and participation for all children, not only those with impairments or those who are categorised as 'having a special educational need';*
- *Improving schools for staff as well as children;*
- *Fostering mutually sustaining relationships between schools and communities;*
- *Recognising that inclusion in education is one aspect of inclusion in society.*

Index for Inclusion
CSIE (p.12, 2000)

Developing Inclusive Practice at Myton Park Primary School.

We aim to meet the needs of **all** our children in a positive and pro-active way. We view inclusion as part of our overall improvement strategy and acknowledge it as integral in everything we do. We strive to hold the moral vision that our school is entirely about helping **all** children to learn regardless of factors such as:

- Gender;
- Special Educational Need;
- Disability;
- Social and Cultural backgrounds;
- Membership of ethnic groups including travellers, refugees and asylum seekers;
- Diverse linguistic backgrounds.

We view inclusion as incorporating provision for every child in our school and making sure their educational experience allows them to maximize their individual potential.

We view inclusion as a means through which the school can engender a sense of belonging and endeavor to encourage and develop links with local special schools. We value the importance of schools coming together to support each other and deliver appropriate educational experiences to pupils with special educational needs.

We believe that as an inclusive school we should:
1. promote an inclusive ethos
2. provide a broad and balanced curriculum for all pupils;
3. implement systems for the early identification of barriers to learning and participation;
4. have high expectations and set suitable targets for all children.

Based on guidance provided by DfES (para. 8, 2001)
Inclusive Schooling: Children with Special Educational Needs

1. DEVELOPING AN INCLUSIVE CULTURE WITHIN THE SCHOOL.

The development of an inclusive ethos or culture within the school is central to all provision. We aim to create a secure, accepting, collaborating, stimulating community in which everyone is valued. An important aspect of this is the 'sense of community' and the agreeing of shared values and practices supportive to inclusion amongst staff, students, governors and parents. (Please also refer to our Communication Code)

Building a sense of community:
- Everyone is made to feel welcome;
- Children are encouraged to help one another;
- Staff collaborate with each other;
- Staff and children treat one another with respect;
- There is effective partnership between staff and parents and outside agencies;
- Governors understand the work of the school and challenge staff and practice;
- Local communities are involved with the school.

Establishing inclusive values:
- There are high expectations for all children;
- Staff, governors, parents share a philosophy of inclusion;
- Children are equally valued;
- Staff seek to remove all barriers to learning and participation in school;
- The school actively strives to minimise discriminatory practices.

A. Meeting Diverse Needs
At Myton Park we recognise that in order to achieve the School Aims we must actively seek to recognise and meet the very diverse needs of our pupils by:
- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.
- Tracking each pupil's academic progress and having an acute awareness of their social and emotional state and using the resulting knowledge to plan provision for the individual or groups of pupils.
- Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by pupils.
- Taking care to ensure that vulnerable pupils, including those with additional or Special Educational Need or Disabilities are appropriately supported.
- Sharing any concerns we may have regarding a pupil with their parents or carers and then seeking to work together with them, for the good of the pupil.
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each pupil.

B. Potentially vulnerable groups
There are a number of identified groups of pupils and families for whom this policy is particularly pertinent:
- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils whose home language is not English (EAL)
- Pupils who are Gifted, Able and/or talented (GAT)
- Pupils with physical or sensory impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason

- *Pupils under the care of Social Services or pupils who may be in public care, or living with foster families*
- *Pupils who are young carers*
- *Pupils whose family are in crisis or under great stress*
- *Pupils who are bereaved*
- *Pupils at risk of significant harm*
- *Pupils with poor attendance*
- *Pupils who are at risk of disaffection and exclusion from school.*

C. Promoting and Supporting Inclusion

1. <u>Head Teacher, Senior Leaders and our Governing body</u>:
a) *Responsibility for making Myton Park a truly inclusive school lies with the Head Teacher, Senior Leaders and the Governing Body of the School.*
b) *We aim to promote Inclusion at Myton Park through all of our policies, systems and practices.*

2. <u>Personalising the Curriculum</u>
a) *School Leaders at all levels; including Governors, Head Teacher and Deputy, Subject/Aspect Leaders and Classroom Teachers are responsible for ensuring that the curriculum; in its narrowest and broadest sense, is personalised to match the needs of the pupils who attend the School. Effective communication, feedback and challenge must be part of the working culture of the school to facilitate this.*
b) *The School currently uses the National Curriculum (2014), Development Matters and the Local Authority Religious Education Scheme of Work, to support the staff, at all levels, in planning the formal curriculum.*
c) *The School has a long term Curriculum Map which is used by planning teams and individual class teachers to plan appropriate, differentiated activities for all pupils. This would include staff ensuring appropriate cross-curricular links are made and developing learning to match individual rather than age expected needs.*
d) *School Leaders also ensure that the principles of Inclusion are applied to all activities which pupils engage in at School or on Educational Visits; this includes the variety of Extended Schools activities that are offered and break and lunchtime activities where health and safety allow.*
e) *All members of the School Community are expected and encouraged to adopt behaviours which support the School's Inclusive ethos within both the explicit and hidden curriculum.*
f) *The health and safety of the pupils and staff must always be at the heart of what we do.*

3. <u>Inclusion Manager</u>:
a) *The school has a SENCO and a GTMA leader, (Inclusion Leaders). The Inclusion leaders take the leading role in co-ordinating support and provision, particularly regarding pupils and families in the aforementioned groups where external support services are required. In addition they liaise with staff around resources that are required and will support class teachers where advice is required. Class Teachers hold the ultimate responsibility for the progress of the children within their class.*
g) *In partnership with other senior leaders and the Head Teacher, the Inclusion Leaders monitor, advise, evaluate and plan for the development of inclusive practice and provision across the school. is personalised to match the needs of the pupils who attend the School.*

4. <u>Class Teachers</u>:
a) *Pupils at Myton Park spend the majority of lesson times being taught alongside their peers in class. Class teachers take the lead role in managing and creating the classroom environment.*
b) *Pupils are taught all of their lessons by their class teacher, but are taught in differentiated groups for spellings and mental maths weekly.*
c) *Teachers have overall responsibility for the planning and delivery of lessons to their class or set. Teachers seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote good levels of progress. This differentiation is evidenced in their lesson plans and individual pupils are aware of their targets particular to their own specific needs in certain areas or aspects of the*

curriculum. Such additional or different provision and its outcomes are recorded by the teacher by means of an Individual Education Plan (IEP). Parents/carers are consulted around the provision and IEPs endeavour to address the strengths of an individual child to enable positive self-esteem.

d) Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class. This information is recorded and pupils' achievement and needs are discussed and further planning undertaken through the cohort action plans within pupil progress meetings which are led by the Senior Leaders.

e) Class teachers have a pivotal role to play in achieving positive and supportive relationships with and between pupils. Class teachers are central to successful liaison with parents/carers and colleagues and hold the responsibility for the progress of children within their class.

5. _Teaching Assistants_:

a) Teaching Assistants (TAs) make a considerable contribution to the work of the school, They work with individual or groups of pupils during lessons and break or lunch times to support pupils' learning and promote their well- being. The work of a TA is directed by the teacher during lessons.

b) Advice and training for specific work or duties may also come from an outside specialist, for example – a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the Inclusion Manager.

c) To address very specific needs, pupils may be withdrawn for short periods during class times to work individually. Alternatively some work may occur alongside others within a small group, when the need is common to all.

d) In order to best utilize their support for pupils' learning, the deployment of Teaching Assistants within the school is strategically managed by Senior Leaders in consultation with Year Group Leaders and Class Teachers.

e) Teaching Assistants will be responsible for taking groups across the class to enable and ensure that those children with additional need are able to be supported and challenged by class teachers across the week.

6. _The Inclusion Team_:

The Inclusion Team includes the SENCO and the GTMA lead. The team are responsible for the leadership and development of each of their aspect. On-going progress meetings are held to assess the effectiveness of each aspect and to inform future developments.

D. Special Educational Needs or Disabilities (SEND)

1. _What are special educational needs (SEN)?_

a) 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—

   i.   has a significantly greater difficulty in learning or accessing activities more than the majority of others of the same age, or

   ii.   has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

c) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

d) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.' **(Child and Families Act 2014 s20)**

2. <u>What is a disability? (D)</u>

  A child of compulsory school age or a young person has a learning difficulty or disability if he or she—

 iii. has a significantly greater difficulty in learning than the majority of others of the same age, or

 iv. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

e) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

f) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.' **(Child and Families Act 2014 s20)**

3. <u>What is a disability? (D)</u>
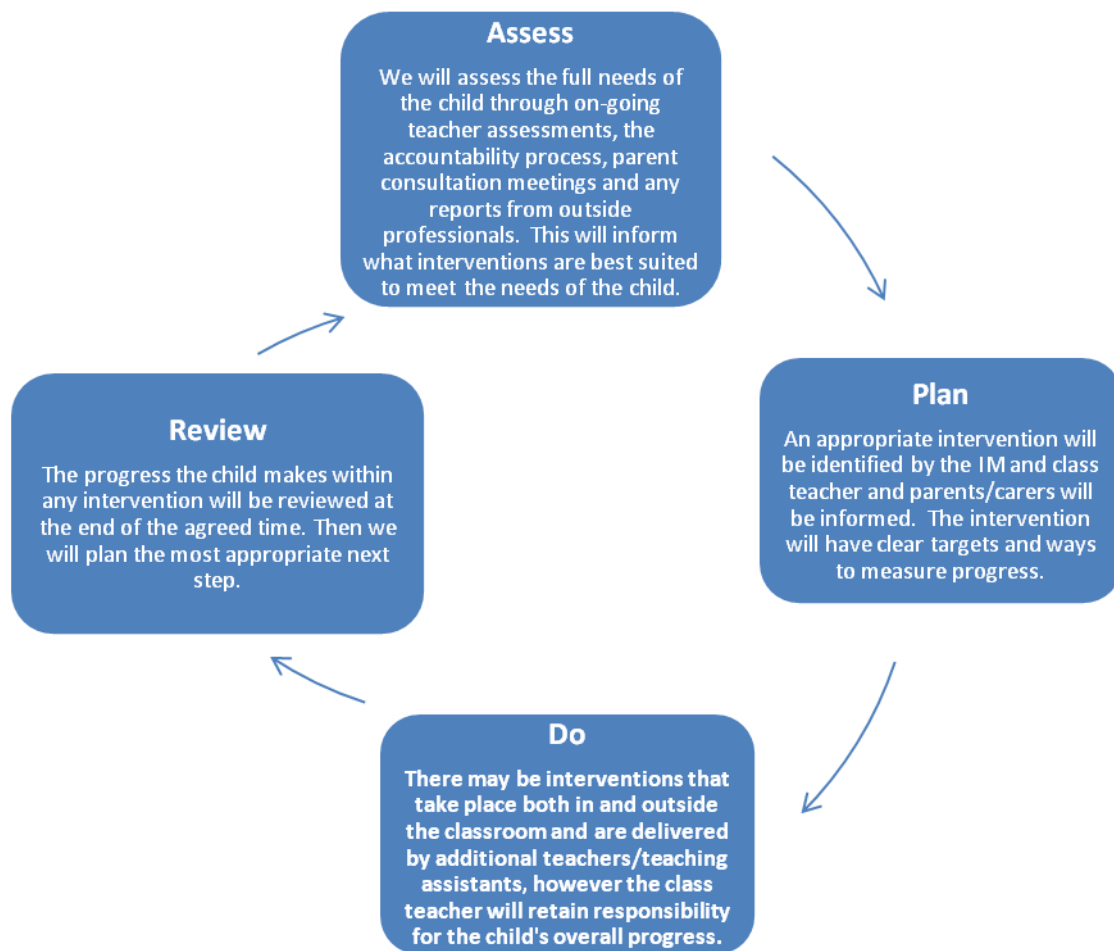
- 'A person (P) has a disability if –

 (a) the person has a physical or mental impairment, and

 (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

(Equality Act 2010 s6)

4. <u>Identification of Special Educational Needs or Disabilities.</u>

 i. Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case then school will seek appropriate advice and support from the relevant school and external agencies. This then informs the provision that is put in place for the pupil at Rosetta.

 ii. When a concern is evident the class teacher will liaise with the SENCO and parents/carers to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP or Optician. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the pupil will be deemed as having Special Education Needs.

 iii. Upon identification of such difficulties the school will seek to put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the pupil.

 iv. There are four broad areas that give an overview of the difficulties a pupil may have. However it is important to note that a pupil's needs may cross one or more of the following:

  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and/or physical needs

 v. The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place. (see below)

Assess

We will assess the full needs of the child through on-going teacher assessments, the accountability process, parent consultation meetings and any reports from outside professionals. This will inform what interventions are best suited to meet the needs of the child.

Plan

An appropriate intervention will be identified by the IM and class teacher and parents/carers will be informed. The intervention will have clear targets and ways to measure progress.

Do

There may be interventions that take place both in and outside the classroom and are delivered by additional teachers/teaching assistants, however the class teacher will retain responsibility for the child's overall progress.

Review

The progress the child makes within any intervention will be reviewed at the end of the agreed time. Then we will plan the most appropriate next step.

5. *The kinds of interventions within this 'graduated response' are as follows*:
   a) *Universal – All pupils will benefit from*:
   - *High quality learning through the provision of high quality teaching; both formal and informal.*
   - *Formal learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.*
   - *On-going and timely assessments which inform any further provision needed.*
   b) *Targeted Support – Some pupils may benefit from*:
   - *Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.*
   - *Interventions where progress is monitored by the HT, DHT, IM, Class teacher and the adult leading the intervention through the Accountability Process. If a pupil has not made the required progress then the appropriate referral will be made to outside professional support (see below).*
   c) *Specialist Support – A few pupils may benefit*:
   - *Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.*

6. _Outside Agencies who help us achieve inclusive practice and meet specific needs_
In achieving provision which will meet the wide range of pupils' differing needs at Rosetta, we are supported by a number of specialised health or educational bodies.
Those agencies most commonly involved in supporting pupils are:

- _Health_
- _The Speech and Language Therapy Service to Schools (SALTs)_
- _The Occupational Health Therapy Service for Pupils (OTs)_
- _Support through the CAF process_
- _The School Nursing Service_
- _Education_
- _The Educational Psychology Service (EPS)_
- _The Behaviour Support Service (BSS)_
- _Services for the Hearing or Visually Impaired_
- _Complex Needs Team_
- _Alliance Counselling_
- _CAMHS_
- _Sure Start Centre – family support services_
- _The Hospital and Home Tuition Service_

7. _Before making a referral_
i. Before making a referral to a specialised service the school consults with parents or carers. An exception to this practice occurs when the school has information which indicates that a pupil may be at risk of harm. In such circumstance we undertake our statutory duty by making a referral to the Children and Young People's Services through First Contact.
ii. The school then takes instruction from that team on how to proceed – whether to make a Child Protection referral and whether to inform parents/carers of that referral.

8. _Exceptional Needs Funding to Support Inclusion_
i. In a minority of cases and _only_ when a pupil presents with needs which are so 'exceptional' as to necessitate a very high level of additional support, the school will make representation to the Local Authority to secure High Needs Funding (HNF).
ii. Subject to Annual Review, the funding is awarded to the school on behalf of the pupil to meet the costs of the necessary additional provision for the pupil.
   Parents/carers and the pupil (as appropriate) are invited to each Annual Review meeting to discuss their pupil's progress and the support which they receive. The Inclusion Manager and Class Teacher attend this meeting and we invite all professionals involved in supporting the pupil.
iii. The Inclusion Manager takes the leading role in securing, reviewing and managing provision for pupils who have exceptional needs.
iv. The majority of SEN pupils will have their needs met through mainstream provision, however
v. Parents are entitled to ask the Local Authority to conduct an Education, Health and Care (ECH) needs assessment. If it is felt that this is necessary the LA will follow the statutory guidelines and produce an ECH Plan.

9. _SEND Aspect Leader_
   Is responsible for:
- _Liaising with class teachers and those leading interventions to ensure pupils transfer learning from interventions into their learning in class._
- _Liaising with other members of the Inclusion Team and working closely with the IM._
- _Monitoring interventions and support their delivery._
- _Monitoring IEPs and contributing to evaluations and the development of new ones._
- _Sharing good practice and expertise amongst other staff._

F. English as an Additional Language
1. _Definition and Rationale._
i. The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.

ii.   EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.

iii. Therefore our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.

iv.   The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

2. _Identification and Assessment_

i.   Pupils who are EAL are identified upon starting the school. If it is clear that a pupil's fluency levels are low then they will be assessed using the EAL Stages.

ii.   This assessment will be done termly to record specific progress against EAL targets.

iii. Progress is monitored by the EAL Aspect Leader and through the Accountability Process by the HT, DHT and IM.

3. _Provision for EAL pupils_

i.   The Inclusion Manager meets all mid-phase admissions and will liaise with class teachers and EAL Aspect Leader if a new pupil has English as an additional language.

ii.   If a pupil is in the early stages of the 'EAL Stages' then the pupil will be included in a specific EAL intervention support led by bi-lingual TAs.

iii. Teachers and other adults aware of good EAL practices within a lesson and throughout school life.

iv.   EAL pupils on lower stages of English acquisition can be buddied with a more confident pupil who speaks the same language or with an English speaking pupil as appropriate.

v.   Classrooms are highly visualised environments – dual-language texts, labels and visual support within lessons.

vi.   Speaking frames used within lessons to help English acquisition.

4. _EAL Aspect Leader_

Is responsible for:

- Monitoring EAL data and assessing progress within EAL Stages and other academic performance.
- Supporting the adults leading EAL interventions.
- Ensuring good EAL practices throughout the school.
- Ensuring appropriate resources are available for staff and EAL pupils.
- Liaising and sharing monitoring with IM.
- Liaising with IM to ensure that mid-phase admission EAL pupils are identified in a timely way.

G. Gifted, Able and Talented

1. _Definitions_

i.   **Gifted pupils**
Gifted refers to students who achieve, or have the ability to achieve, _significantly_ above average in one or more of the National Curriculum subjects other than art, performing arts or physical education.

ii. **Able pupils**
'Able pupils' refers to students who achieve, or have the ability to achieve, above average in one or more of the National Curriculum subjects.

iii. **Talented pupils**
Talented refers to those students who achieve, or have the ability to achieve, _significantly_ above average in art, performing arts, physical education or in areas requiring vision-spatial skills or practical abilities (these could include a range of non-traditional areas).

2. _Identification_

i. We use a range of strategies to identify more able and very able pupils. The identification process is on-going and begins when the pupil joins our school and involves staff, pupils, parents and carers.

ii. Data taken into account will include:
- Information from the accountability process
- Information from parents and carers
- Information from previous teachers or pre-school records
- Discussions with pupils
- Identification by staff using professional judgements, classwork and test and assessment results.

iii. Pupils gifted in English may be identified when they
- Demonstrate high levels of fluency and originality in their conversation.
- Use research skills effectively to synthesise information
- Enjoy reading and respond to a range of texts at an advanced level
- Use a wide vocabulary and enjoy working with words
- See issues from a range of perspectives
- Possess a creative and productive mind and use advanced skills when engaged in discussion
- Work confidently on objectives for year groups higher than their own
- Achieve levels in end of year tests above those expected for their year group.

iv. Pupils gifted in Mathematics may be identified when they
- Explore a range of strategies for solving a problem
- Are naturally curious when working with numbers and investigating problems
- See solutions quickly without needing to try a range of options
- Look beyond the question in order to hypothesise and explain
- Work flexibly and establish their own strategies
- Enjoy manipulating numbers in a variety of ways
- Work confidently on objectives for year groups higher than their own

3. _The School Register_
- Pupils who are identified by the school as being, Gifted, Able or Talented are entered on to the school register.
- Parents or carers will be consulted before a name is placed on the register by the class teacher either during Parent Teacher Consultations or at another appropriate point.
- The register will be reviewed twice a year at the time of pupil target setting during which an evaluation of whether the pupil is reaching his or her full potential will be made.

4. _Teaching, Learning Curriculum and Organisation_
As appropriate, teachers will provide differentiated activities and a range of support and resources for gifted and talented pupils.
- Ongoing assessment against year group objectives and National Curriculum Levels are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at the highest level and always aim to make further progress. Pupils are involved in this process.
- In addition and especially at the end of Key Stages, extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working will be provided.
- Opportunities for Gifted, Able and Talented pupils to work on various projects.
- If appropriate teachers would approach local secondary schools for resources and or advice to support pupils.

5. _Staff Development and Training_
The school makes use of local staff training and whenever possible staff to attend local courses and conferences.

6. _Leadership and Management_
   The GAT Aspect Leader will:
   - Maintain the register in consultation with other staff
   - Liaise with IM for timely progress meetings.
   - Monitor the school's provision for pupils identified as being Gifted, Able or Talented
   - Monitor the progress of pupils identified as being Gifted, Able or Talented by making a twice yearly review of individual assessments.

Monitoring and Review
- The Head teacher and GTMA Lead will monitor the effectiveness of this policy on a regular basis. The Head teacher and GTMA Lead will report to the governing body on the effectiveness of the policy at least annually and, if necessary, makes recommendations for further improvements.

GTMA pupils should be challenged to
   - Look beyond the question in order to hypothesise and explain
   - Work flexibly and establish their own strategies
   - Enjoy manipulating numbers in a variety of ways
   - Work confidently on objectives for year groups higher than their own
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Monitoring and Review
- The Head teacher and Inclusion Manager will monitor the effectiveness of this policy on a regular basis. The Head teacher and Inclusion Manager will report to the governing body on the effectiveness of the policy at least annually and, if necessary, makes recommendations for further improvements.

PROVIDING A BROAD AND BALANCED CURRICULUM.

Myton Park Primary School has a responsibility to provide a broad and balanced curriculum for all children. The National Curriculum and Guidance for the Foundation Stage offer a starting point for planning a school curriculum that meets the specific needs of individuals and groups of children We recognise that in our planning and teaching, teachers have responsibility for:

1. Setting suitable learning challenges.
2. Responding to children's diverse needs.
3. Overcoming potential barriers to learning and assessment for individuals and groups of children.
4. Developing a self-disciplined and resilient approach to their learning

Applying these principles throughout the school should minimise the need for aspects of the National Curriculum to be disapplied groups of children. We do recognise that in some cases this may be necessary. Good progress is a key to effective teaching and learning, so **in planning and teaching teachers at Myton Park Primary School strive to give due regard to the following principles:**

1. ### Setting Suitable Learning Challenges.
   - Teachers should aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible.
   - For children whose attainment falls significantly <u>below</u> expected levels, differentiation in curriculum content should be matched to the needs, age and requirements of the individual.
   - For children whose attainment significantly <u>exceeds</u> the expected level of attainment teachers will need to plan suitably challenging work.

2. ### Responding to children's diverse learning needs.
   - Teachers should set high expectations and provide children with opportunities to achieve.
   - Planning should take into account the wide variety of groups that exist within the school and should offer a range of approaches to teaching and learning to enable all children to take part fully and effectively.
   - Teachers should ensure they meet the full range of children's needs and should be aware of requirements as detailed in school policies.
   - In order that children are incorporated into an inclusive educational environment teachers should take specific action to respond to children's diverse needs by:

     a) Creating an effective learning environment;
     b) Securing children's motivation and concentration;
     c) Providing equality of opportunity through teaching approaches;
     d) Using appropriate assessment opportunities;
     e) Setting targets for learning.
     f) Providing effective feedback

a) Creating an effective learning environment in which:
- the contribution of all children is valued;
- all children feel secure and able to contribute appropriately;
- stereotypical views are challenged and children learn to appreciate and positively view differences in others, whether arising from race, gender, ability or disability;
- children learn to take responsibility for their actions and behaviour both in school and in the wider community;
- all forms of bullying and harassment, including racial harassment, are challenged;
- children are enabled to participate safely in clothing appropriate to their religious beliefs.

b) Secure children's motivation and concentration by:

- using teaching appropriate to different learning styles;
- using, where appropriate a range of organisational approaches, such as setting, grouping or individual work to ensure that learning needs are properly addressed;
- varying subject content and presentation so this matches learning needs;
- planning work which builds on interests and cultural experiences;
- planning appropriately challenging work for those whose ability and understanding are in-advance of their language skills and comprehension;
- using materials which reflect social and cultural diversity and provide positive images of race, gender and disability;
- planning and monitoring the pace of work so that all children have a chance to learn effectively and achieve success;
- taking action to maintain interest and continuity of learning for all children who may be absent for extended periods.

c) Providing equality of opportunity through:

- ensuring that boys and girls are able to participate in the same curriculum particularly in science, design and technology and P.E.;
- taking into account the interests and concerns of boys and girls by using a range of activities and contexts;
- taking account of children's' specific religious or cultural beliefs relating to the representation of ideas or experiences;
- enabling the fullest possible participation of children with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support aids or adaptations.

d) Using appropriate assessment approaches which:

- allow for different learning styles and ensure that children are given the chance and encouragement to demonstrate competence and attainment through appropriate means;
- that are familiar to the children and that are adequately prepared to meet their needs;
- use materials which are free from discrimination and stereotyping in any form;
- provide clear and unambiguous feedback to children concerning their achievements and as an aid to further learning.

e) Setting targets for learning which:

- build on children's knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time;
- are attainable, yet challenging and which help children to develop their self-esteem and confidence in their ability to succeed;

Reviewed Autumn Term 2020
Next review date Summer 2022