

# Bridge Specialist Academy

## Inclusion Practices & Procedures



### Introduction

The mission statement of our school talks of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

### Aims and objectives

Bridge Specialist Academy aims to be fully inclusive. 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 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;
- gifted and talented children;
- children who are at risk of disaffection or exclusion.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this 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 National Curriculum to meet the needs of individuals or groups of children. (This includes counselling, speech and language therapy, art and play 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 as much as they can?
- 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?

### Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. On arrival, teachers assess a child's needs and interests, and any elements of the EHCP, and where appropriate may create an individual programme of learning to engage and support successful induction. This includes other curricular opportunities outside the National Curriculum such as counselling, speech and language therapy, art and play therapy and mobility training.

When planning their learning, teachers take into account the abilities of all of their children. For some children, we use the programmes of study from earlier key stages. When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning learning that is in line with that child's individual needs.

Children may be grouped according to need (social, emotional and/or academic) rather than in chronological age.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Teachers ensure that all children:

- feel secure and know that their contributions are valued;
- are helped to cope with difficult emotions;
- develop problem-solving skills and learn a variety of ways of relating to others;
- 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.

### **Children with disabilities**

All children in our school have needs that require additional resources, and some may have a disability. The school is committed to providing an environment that allows all children 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 school also allow wheelchair access.

Teachers modify teaching and learning as appropriate for children with a disability. For example, they may give additional time to children with disabilities to complete certain activities. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the learning for children with a disability:

- 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 all children 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 to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect a child's individual needs and abilities.

### **Disapplication and modification**

The school can, where necessary, modify or disapply the National 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 children without recourse to disapplication or modification. 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 e.g. counsellors and therapists. In such cases, teachers work closely with these agencies to support the child.

The school employs a Home-School-Support worker to help support the inclusion of children with SEMH needs.

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 Authority. The school's governing body 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 school's resources before considering such action.

School outings and trips away from our school site are kept under review we carry out a risk assessment on each visit and where identified we offer a paid place to the parent to accompany their child.

### **Summary**

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