

BANK VIEW HIGH SCHOOL



Bank View High School

I N C L U S I O N P O L I C Y

Reviewed:

Signed Chair Governors:

Next Review date:

Inclusion Policy

Bank View High School supports the principle of inclusion and has the 'Inclusion Charter Mark'. Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils.

This statutory inclusion statement on providing effective learning opportunities for all pupils outlines how teachers can modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum.

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Applying these principles should keep to a minimum the need for aspects of the National Curriculum to be disapplied for a pupil. Schools are able to provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils such as speech and language therapy and mobility training. Bank View High School makes good use of alternative learning environments to suit individual and group needs eg vocational placements at local colleges and training agencies.

Three principles for inclusion.

In planning and teaching the National Curriculum, teachers are required to have due regard to the following principles.

A Setting suitable learning challenges:

- Teachers should 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 teachers should teach the knowledge, skills and understanding in ways that suit their 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. Where it is appropriate for pupils to make extensive use of the content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach will be needed to take account of any gaps in pupils' learning resulting from missed or interrupted school (for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries and those with degenerative conditions).

- For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary. In these circumstances, the teachers may need to 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.
- For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on materials from later key stages or higher levels of study, teachers may 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.

B Responding to pupils' diverse learning needs:

- When planning, teachers should set high expectations and provide opportunities for all learners to achieve, including boys and girls, learners with special educational needs, learners with disabilities, learners from all social and cultural backgrounds, learners of different ethnic groups including travellers, refugees and asylum seekers and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.
- To ensure that they meet the full range of pupils needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.

Teachers should take specific action to respond to pupils diverse needs by:

- creating effective learning environments
- securing their motivation and concentration
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches
- setting targets for learning

Creating Effective Learning Environments

Teachers create effective learning environments in which:

- the contribution of all pupils is valued.
- All pupils can feel secure and are able to contribute appropriately
- Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability

- Pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- All forms of bullying and harassment, including racial harassment, are challenged
- Pupils are enabled to participate safely in clothing appropriate to their religious beliefs, particularly in subjects such as science, design and technology and physical education.

Securing motivation and concentration

Teachers secure pupils motivation and concentration by:

- Using teaching approaches 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 that this matches their learning needs
- Planning work which builds on their interests and cultural experiences
- Planning appropriately challenging work for those whose ability and understanding are in advance of their language skills
- 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 they all have a chance to learn effectively and achieve success
- Taking action to maintain interest and continuity of learning for pupils who may be absent for extended periods of time

Examples of how Bank View High School facilitate inclusion

- The creation of a nurture/low ability group (N1) with additional levels of support reflecting amore primary model approach.
- Development of an ASD provision with all staff (teaching and support) trained to various levels.
- The development of alternative curricular for difficult to engage pupils eg college links, NVQ, motor mechanics.
- Inreach for pupils in literacy and numeracy who are failing to make reasonable progress.
- Additional speech and language/communication groups for target pupils.
- Girls group - health and safety, hygiene for named vulnerable pupils.
- Hairdressing course at Ashfield leading to national qualification.
- Gifted and talented pupils needs addressed eg Everton/England soccer squad training, piano lessons.
- Group/individual mentor time programmes.
- Hearing and visually impaired LA support of training.

Marking and Monitoring

Please refer to the marking policy.

Pupils will be aware of key objectives for any work set. They will understand criteria by which the outcome will be assessed. (This is in line with AFL guidelines).

Dyslexia

Please refer to the Dyslexia policy.

Teachers

Staff should ensure that planning for all pupils, especially those identified with dyslexic tendencies, take account of school guidelines. Refer to strategies for teachers.

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Support staff should refer to dyslexia strategies for support staff.