

Inclusion Policy

We at Weatherhead High School value the individuality of all our students. We are committed to giving everyone the opportunity to achieve the highest of standards. We do this by taking account of students' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all. We carry the five Outcomes for Every Child matters through all that we do. The achievements, attitudes and well-being of all our children are fundamental to the school.

Underpinning everything in this policy helps to ensure that this school promotes the individuality of all our students, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims:

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individuals, or groups of students. This means that equality of opportunity must be a reality for every individual through a personalised experience for all, including:

- minority ethnic and faith groups;
- students who need support to learn English as an additional language;
- Looked After Children
- students with special and additional educational needs;
- able, gifted and talented students;
- young people who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers.

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 personalised learning experiences which focus on:

- setting appropriate learning challenges;
- responding to a student's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other opportunities outside the National Curriculum to meet the needs of individuals or groups of students
- commitment to the 'Extended School' provision;
- commitment to 'Every Child Matters'

We aim to achieve educational inclusion by continually reviewing what we do, through asking ourselves these key 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 all children able to participate in all activities irrespective of personal circumstances?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Learning and Teaching

We aim to give all our students the opportunity to succeed and reach the highest level of personal achievement. We analyse the achievement and attainment individuals and groups of students to ensure that everyone is achieving their full potential.

Our commitment to Personalised Learning guides us as a community to ensure that the needs of individual students are met to the best of our ability, fully utilising the external agencies and additional support available to us.

We make formal ongoing assessments of each child's progress, provide focussed targets for improvement and report them to parents/carers at regular intervals throughout the school year. Dialogue is encouraged at all stages with all parties.

When the attainment of a student falls significantly below the expected level, teachers individualise programmes of study in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child shows particular aptitude.

As teachers we try to 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.

The school's **Framework for Learning** provides an agreed range of principles which set the standards for mutual respect which allows the school to function as an inclusive community. The Behaviour for Learning Policy and associated procedures underpin the Framework and provides consistency to ensure an open and supportive learning environment in which all can thrive.

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

Children with disabilities

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the current *Disability Discrimination Act*. 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, that allows disabled children full access to all areas of learning. All our classroom entrances permit wheelchair access, and the designated points of entry for the school also allow wheelchair access. We use 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 our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may 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 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 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 them to take part in educational visits and

- other activities linked to their studies:
- □□□□□□□ uses assessment techniques that reflect their individual needs and abilities.

Disapplication and modification

The school will, 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 its 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 agencies. In such cases, teachers work closely with these specialists to support the child.

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. The school 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 school's resources before considering such action.

The Multicultural World

We consider the need to provide an experience of the world in all its diversity as a fundamental right for all our students. Both the Media Arts College and the Arts Mark Gold Development Plans provide activities which deliver this aim not only for our students but also for the wider community in Wallasey, including an annual Arts Festival and a range of opportunities throughout the year.

In school, we address multiculturalism through 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.

We have a programme for assemblies which celebrates multiculturalism in a variety of contexts and have a series of Text Messages which are played via the school's network to students in Form time. These underpin the multicultural themes and also address other issues relating to citizenship.

Racist Incidents

Incidents are recorded and reported to the Local Authority and the Governing Body in accordance with local procedures. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

The Extended School

As part of the Extended School cluster group, we ensure that the school is fully meeting the required criteria for Extended Schools in Wirral. Through needs identified by the Cluster's steering group and through our links with the community, we respond as best we can to meet the requests which arise.

Summary

In our school we value each child as a unique individual. We will strive to meet the needs of all our students, and seek to ensure that we meet all statutory requirements related to matters of inclusion. As an Extended School and as a Media Arts College, we recognise further responsibilities to respond to the wider community's needs and strive to do so within the resources available to us.