

Deykin Avenue JI School
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Deykin Avenue Junior and Infant School is proud to have achieved UNICEF's Rights Respecting School Silver Award (RRSA).

The RRSA is based on the principles of equality, dignity, respect, non-discrimination and participation. The Rights of the Child are at the heart of *our* school's ethos and culture.

This policy covers/ links to the following rights:

Article 28: All children have the right to an Education

Article 29: Education should develop all children's talents and abilities

INCLUSION POLICY

Introduction

This policy is a statement of the aims, principles and strategies for the teaching and learning of all children at Deykin Avenue Junior and Infant School, irrespective of ethnicity, attainment, age, disability, gender or background. We value the individuality of all our children and at Deykin Avenue; we are committed to giving all of our children every opportunity to achieve high standards. We aim to do this by taking into account the varied experiences our pupils' have and also their varied needs. We offer a broad and balanced curriculum and have high expectations for all our children. The policy has been drawn up with whole staff involvement and replaces any previous document. This policy has been formulated in consultation with the staff and Governing Body. Parents are informed of main principles and guidelines of the policy and can ask for a copy if they wish.

Approved by Governors on _____

Aims and objectives

At Deykin Avenue we aim to be an inclusive school, we actively seek to remove barriers to learning and participation that can hinder or exclude individuals or groups of pupils. This means that equality of opportunity must be a reality for our pupils. We do this through the attention we pay to our children within our school.

- ❖ Boys and girls
- ❖ Ethnic groups
- ❖ Personal faiths
- ❖ Children who need support in EAL
- ❖ Gifted and talented children
- ❖ Children at risk of exclusion
- ❖ Children with emotional problems
- ❖ Asylum seekers
- ❖ Travellers children
- ❖ Children with a disability
- ❖ Children with special needs.

The National Curriculum is the first point for planning for specific needs. The needs of the children are met through;

- ❖ Setting challenging challenges, matching them to the ability of the child
- ❖ Responding to children's learning needs
- ❖ Putting strategies in place to try and remove barriers to learning when required
- ❖ Providing other opportunities to meet the needs of children outside of the National Curriculum, e.g. out of school activities.

We aim to achieve these aims by reviewing what we do and through asking ourselves these questions,

- ❖ Do our children achieve their best?
- ❖ Are there differences between groups of children?
- ❖ What do we do for those that are not achieving their full potential?
- ❖ Are we being effective?
- ❖ Are we preparing our children to take their rightful place in today's diverse society?

Teaching and Learning

At Deykin Avenue we aim to give all our children the opportunity to succeed. We monitor the attainment of all children and analyse the different groups to ensure that all pupils are achieving as much as they can. Ongoing assessments inform our teaching and the planning of our pupils learning.

If a pupil's achievement falls below the expected level or stage for that age group strategies are put into place to enable the pupil to receive support to match their individual needs. If a pupil's work exceeds that of the expected age group then materials to challenge the child will be used to enable them to continue to progress.

Teachers are familiar with legislation that covers equal opportunities and ensure that all children;

- ❖ Feel secure and know they are valued
- ❖ Appreciate and respect differences between themselves and others
- ❖ Take responsibility for their own actions
- ❖ Are taught in groups that allow them to experience success
- ❖ Use materials that reflect a range of social and cultural backgrounds without stereotyping
- ❖ Strive to eliminate all forms of racism and discrimination
- ❖ Promote good relationships between all people regardless of racial or ethnic groups
- ❖ Have experiences of varying teaching methods that support differing learning styles
- ❖ Have challenging targets which encourage them to succeed
- ❖ Participate fully, regardless of background, disability or medical need

Children with disabilities

If children attend our school and have disabilities we would meet the needs of these children, in the same way we would meet the needs of the other children, all reasonable steps would be taken to ensure that they are not placed at a substantial disadvantage compared with non-disabled pupils.

We have ramped access to our school and have a disabled toilet at one end of the building.

Disapplication and modification

The school can, if necessary modify or disapply its assessment arrangements. We would only do this in exceptional circumstances. We would at Deykin Avenue make every effort to meet the learning needs of the pupils without turning to disapplication or modification. This could be done through greater differentiation of their work, through the provision of additional resources or through the use of external specialists. At all times parents and the LA would be consulted before considering such action.

Summary

At Deykin Avenue we value each pupil as an individual and recognise the uniqueness of everybody. We strive to meet the needs of all of the children and wish to meet all statutory requirements for inclusion.

This policy will be monitored by the governing body and reviewed every two years.