

# Darley Primary School: Policy for Inclusion

Policy completed: January 2009

Co-ordinator responsible: Mrs Alison Evans

Date of next review: January 2016, January 2017

## **How this Policy was Developed**

This policy was developed from consultation with staff, governors, parents and various external bodies. It takes full account of the school's legal obligations, noted in DFE and other materials.

## **School Context**

Darley Primary School around 50 pupils on roll. It is situated in the picturesque Nidderdale village of Darley and serves a wide and diverse community. The school population is made up of British, American and a small minority of ethnic children. Many of our children's parents work on the nearby RAF base at Menwith Hill and are often here on a three year tour of duty. This however can change due to global military need and as a result many of our children are highly mobile.

## **Values**

### *Achieving Potential*

We believe:

- we are an inclusive school and that all children have a right to achieve their potential.
- in the pursuit of excellence and will endeavour to maximise academic ability.

### *Curriculum*

We believe:

- in providing a creative, innovative and exciting learning experience for all.
- in a meaningful, relevant, coherent and fully rounded curriculum with due emphasis placed on Basic Skills.

### *Teamwork*

We believe:

- pupils, staff and governors are separate teams and one whole team
- in working in partnership with parents and the community.
- in working together to inspire learning.

### *A Positive Learning Environment*

We believe:

- there should be continuous learning for everyone.
- in focussing on the individual needs of the children.
- in providing an environment where children want to learn.

### *Safety*

We believe:

- in promoting a safe and secure environment where children feel happy in their learning and play.

### *Integrity, Respect and Tolerance*

We believe:

- in tolerance of differences and respect for the individual.
- everyone should feel free to be themselves
- everyone should feel safe to express their beliefs and opinions
- in commitment to social justice.

### *Valuing Diversity*

We believe:

- there is value in diversity.
- in an appreciation for different cultures and religions
- in developing the children's curiosity about people, places and things of the world.

### ***A Vision for Darley School***

**As a child** I am eager to go to school each day and am excited by all that I'm learning. When I walk into school. I feel welcomed by the staff and pupils. I know that my teachers value me as an individual, believe in my ability to achieve my potential and will support me when I need help. I feel safe and know that everyone is treated fairly and I know that I'm expected to treat everyone with respect. I have fun and feel challenged by school work and extra curricular activities.

**As a parent** I am confident that my child is going into a safe and welcoming environment. I feel that the school provides the highest quality of education for my child, who is valued as an individual. My child believes in his own potential and is encouraged to achieve through a challenging and well-rounded curriculum. I like and respect the staff and feel that I am a partner in my child's education.

**As the Headteacher** I know that in school there is a family atmosphere and a warm welcome. Everyone is valued for their individual strengths. The children are at the heart of the school and there is a lively working atmosphere where pupils are inspired to learn through a rich and diverse curriculum. Staff are empowered and well supported to deliver a high standard of teaching and learning and parents, governors and the wider community work as part of our team.

**As a teacher and member of staff** I am happy to be part of the Darley School team. We are a strong team comprising of teaching and support staff and we enjoy what we do. We value each other's strengths and support each other. We have high expectations and aim to deliver a rich and interesting curriculum. Everyone is committed to improving the children's Basic Skills. Parents are encouraged to be part of school life and are welcomed into school. Teaching staff are always willing to discuss their child's progress. We enjoy listening to the exciting things that have happened at home. All the staff work together and strive to give every child the very best education.

**As a Governor** I look forward to meetings because the Governing Body contributes to the leadership of the school by challenging and supporting the Head and staff. I know that Governors have been into school between meetings making pastoral visits and taking part in lessons. They are well prepared to discuss and evaluate the progress and issues in delivering the School Improvement Plan around which our meetings are structured. They are knowledgeable and resourceful and yet not interfering. We review our own performance and address our own learning. Each meeting is a mixture of leading and learning and I will come out knowing that the school inspires learning.

**As a member of the community** there are several great things about my local school. It clearly has an excellent reputation for both academic achievement and the education of the whole child. The children appear to be respectful, well behaved and full of energy. It has forged strong links with the wider community and takes our views into account about issues which matter to us. It feels a real part of the community which adds to many of the things we do and it is not just a building at one end of the village.

### ***Policy for Inclusion***

#### ***Rationale***

We seek to be an educationally inclusive school in which the teaching and learning, the achievements, the attitudes and the well-being of everyone in school matter.  
We do not take educational inclusion for granted.

At Darley our clearly stated aim is that we want **all** of our children to do their best. To this end, inclusion is seen as the responsibility of **all** staff throughout the school and encompasses the whole work of the school and a range of other policies including;

- SEN
- Learning and Teaching
- Behaviour
- Equal Opportunities and Race Equality
- Admissions
- Gifted and Talented Pupils

We aim to provide high quality education and care for all pupils and to ensure that no individual or groups of potentially vulnerable pupils miss out on those opportunities or have experiences which are any less than other

pupils. We recognise the need for all children to feel “at home”, valued, safe and supported however individual their need.

The National Curriculum Handbook for Primary Teachers sets out a statutory inclusion statement to enable teachers to:

- provide effective learning opportunities for all children
- modify, as necessary, the National Curriculum programmes of study to provide all children with relevant and appropriately challenging work.

All teachers are aware of the National Curriculum Inclusion Statement and endeavour to, and are supported to follow the three basic principles for developing a more inclusive curriculum outlined below.

1. Setting suitable learning challenges;  
this may be achieved by teaching the knowledge, skills and understanding that best suits the abilities of the children, possibly from earlier or later key stages, or by selecting appropriate material where gaps in learning reduce the time available
2. Responding to children's diverse learning needs;  
this requires taking into account the needs, backgrounds and circumstances of all children in order to provide learning opportunities which will enable them to achieve.
3. Overcoming potential barriers to learning and assessment for individuals and groups of learners.

Refer to Appendix 2 for additional guidance and examples.

Staff are also aware of the following list of groups of individuals which may be at risk of underachievement as identified by Ofsted.

- girls and boys (each in different situations)
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- children who need support to learn English as an additional language (EAL)
- children with special education needs
- gifted and talented children
- children in public care
- other children, such as Sikh children; young carers; those children from families under stress; pregnant school girls and teenage mothers
- children who are at risk of disaffection and exclusion.

Staff recognise that this is not a comprehensive list and together keep a log of those children at Darley who are at risk of exclusion. Their progress and well being is regularly monitored.

All staff are aware of the detailed statements of inclusion outlined in Appendix 1 and these quality standards underpin all work done throughout the school.

### **Aims**

At Darley School we aim to ...	To achieve this
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<ul style="list-style-type: none"> <li>• Meet the needs of all pupils, be they behavioural, emotional and social, communication and interaction, sensory and physical or cognition and learning.</li> <li>• Identify all the groups or individual children who may be at risk of underachievement due to their circumstances, or who have particular needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The SENCo will highlight vulnerable groups/individuals and gifted /talented individuals with staff based on assessment data and questionnaires.</li> <li>• SENCo and staff will keep and maintain a log of these pupils which should be reviewed and discussed regularly.</li> <li>• We will analyse available data on the attainment of these different groups of children and use the results for future curriculum planning and to plan for improvement.</li> <li>• We will consider possible reasons for differences in achievement between certain groups and be explicit in how the school is addressing the differences.</li> <li>• We will track individual and group progress regularly and evaluate effectiveness of provision.</li> <li>• The SENCo will keep record of selected individual case studies to demonstrate progress and effectiveness of provision for certain individual or groups of pupils and share with staff.</li> <li>• We will identify the priority areas for development for the identified groups of children, their teachers and the support staff involved with them.</li> <li>• We will review current curriculum provision and the quality and suitability of arrangements for the differentiation of teaching, learning and assessment.</li> <li>• We will liase with specialist support services, agencies and parents/carers.</li> <li>• We will adjust policies, the curriculum model, and teaching, learning and assessment styles, to secure all children's entitlements.</li> <li>• We will regularly monitor, review and evaluate these procedures.</li> <li>• We will implement policies for SEN, Gifted and Talented pupils, Equal Opportunities and Race Equality.</li> </ul>
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***Generally, to be an inclusive school, and to secure inclusion we will;***

provide a welcoming environment for all

ensure that work and displays celebrates the diversities in society

admit all pupils from our local catchment area in line with our admissions policy.

offer extra curricular activities to all pupils as appropriate, with particular regard to the recommended safety guidelines.

be clear about what different groups of children should learn in each lesson, and what they actually learn;

plan effectively to meet these children's needs, using relevant information, and appropriate language and resources: then identify the tasks to enable the children to succeed;

set high expectations of achievement and behaviour, boost confidence and challenge stereotypes;

make effective use of support staff, support agencies and specialist funding to secure inclusion;

provide a broad curriculum which enables the interests, aptitudes and particular needs of all children to be met;

evaluate the work, experiences and special programmes provided for different groups;

teach children to appreciate their own cultural traditions and the richness and diversity of other cultures;

make effective provision for the health, safety, care and protection of all children, particularly those who may be at some risk;

track the impact of provision through assessment and monitoring;

work in close partnership with parents and carers of children at risk.

**The headteacher, senior managers and, when appropriate, governors should:**

- communicate clearly their commitment to inclusive education;
- ensure that all staff challenge, correct and deal appropriately with racist behaviour and remarks;
- promote individuality by effective development of access, the range of provision and the use of additional resources and external agencies;
- enable key staff such as SEN co-ordinators and EAL support staff to have a direct impact by planned involvement in developing the curriculum.

**Key performance indicators**

Overall – the 12 Quality Standards for an Inclusive School (Appendix 1) and award of the Inclusion Quality Mark.

Generally;

there are no significant differences in the standards achieved by children of different gender or ethnic background;

children with special educational needs, and those with English as an additional language or who are gifted or talented, all make good progress;

the broader needs of children from vulnerable groups identified in school, are well provided for;

children are tolerant about each other's beliefs, cultures and backgrounds, and value their differences;

no groups of children are over-represented in relation to absence, lateness and exclusion;

no children experience persistent bullying, or sexual or racial harassment;

there are no significant variations between different groups in terms of behaviour, attitudes to learning experience in school and personal development;

all groups of children feel well integrated and engaged in the work of the school.

This policy will be monitored, reviewed and its impact evaluated against the success criteria in July 2007 and annually thereafter as part of the LEA Joint Annual Performance Review.

**Appendix 1 - QUALITY STANDARDS FOR AN INCLUSIVE SCHOOL  
Taken from the Yorkshire and Humberside Regional Quality Standards for Inclusion.**

**1. Welcoming school**

*The school/setting seeks to be responsive to the potential and existing learners treating them and their parents/carers with respect.*

- From the point of contact, the school will be welcoming and friendly.
- The admissions policy demonstrates a willingness to admit all.
- Parents and carers are made welcome and seen as partners by all members of staff.

**2. Policy for inclusion**

*The policy must set out the guiding principles on which a school bases its provision for all pupils but particularly those who are in vulnerable groups.*

- The school has a written policy on inclusion.
- There has been a process of broad consultation in developing and devising the policy.
- There are systems for review, monitoring and development of the policy.

**3. Active participation**

*The school provides opportunities for learners/carers/staff/governors to contribute to the planning of the school experience both individually and collectively.*

- There is an on-going process of appropriate consultation and involvement of children/young people and adults
- Learners are actively involved in all lessons they are able to access and are provided with opportunities to engage in all school processes.
- Learners are encouraged to reflect on their own progress and achievement.
- The school seeks to review its practices by involving parents/carers.

#### **4. Professional development**

*Professional development supports inclusion by enabling staff to respond to the diverse needs of all learners.*

- Staff professional development activities prepare the staff to respond to learner diversity.
- There is a staff awareness of particular differences of learners.
- Professional development anticipates and responds to changes in the school population.
- Schools anticipate the needs of potential and existing learners

#### **5. Resources**

**The school/setting is clear and open about how resources are allocated**

- The school's finances support an inclusive ethos.
- Resource allocation openly supports inclusion.
- Resources are allocated fairly recognising that some learners need more resources than others.
- Governors and staff are aware of the means of allocating resources.

#### **6. Access**

*School accommodation and facilities support inclusion.*

- The environment and facilities are as fully accessible as possible to all including those with disabilities.
- Teaching and social spaces are organised efficiently and flexibly to take account of the needs of the school community.
- School anticipates and plans for access issues.

#### **7. Partnership with the community**

*The school actively engages with its community responding to its diversity.*

- The management is aware of all potential learners and encourages their attendance.
- The school has strategies for fostering working partnerships with all members of the local community.
- The school supports schemes to provide positive role models and images that reflect the diversity in the community.

#### **8. Multi-agency working**

*The schools works in partnership with statutory, voluntary and other groupings to promote achievement for all learners.*

- School has clear and comprehensive links with relevant agencies and makes use of their support to meet the needs of learners.
- Partnership opportunities are identified.
- School shares relevant information promptly and efficiently with other parties.

#### **9. Monitoring achievement**

*The school actively monitors and responds to data about achievement of all learners using a wide range of indicators.*

- The school uses benchmarking data to identify and respond to under-achievement.
- Data is shared with other schools.
- School constantly seeks to acknowledge achievements beyond the statutory requirements.

#### **10. Transitions**

*The school strategically plans for all transitions between, across and with all phases.*

- School works proactively with other settings to manage transition.
- School works with other agencies to support transitions.
- Induction arrangements are flexible and clearly set out.

#### **11. Attendance**

*The school proactively addresses all issues related to attendance.*

- Punctuality is regarded as important and is proactively encouraged.
- The data on attendance is analysed alongside the data relating to achievement.
- Support Services/Multi-agency approaches are used to encourage and support attendance.
- School seeks to overcome potential barriers to attendance.

#### **12. Curriculum**

*Teaching and learning are sensitive to the needs of all learners and recognise different routes to achievement.*

- Curriculum reflects the diversity of the wider community.
- Policies reflect the need to provide for a variety of teaching and learning styles.
- Curriculum planning and delivery responds to changes in the school population.
- The curriculum is planned to develop independence and self-advocacy.

### *Inclusion: providing effective learning opportunities for all pupils*

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:

- A. Setting suitable learning challenges
- B. Responding to pupils' diverse learning needs
- C. 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.

### **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**

1. 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 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 schooling [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].
2. 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, 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**

1. When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils 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.
2. 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.
3. Teachers should take specific action to respond to pupils' diverse needs by:
  - a. creating effective learning environments
  - b. securing their motivation and concentration
  - c. providing equality of opportunity through teaching approaches
  - d. using appropriate assessment approaches
  - e. setting targets for learning.

#### **Examples for B/3a - 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.

#### **Examples for B/3b - 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 for B/3c - providing equality of opportunity**

Teaching approaches that provide equality of opportunity include:

- ensuring that boys and girls are able to participate in the same curriculum, particularly in science, design and technology and physical education
- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, science, design and technology, ICT, art and design, music and physical education
- avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment, particularly in science, design and technology, ICT, music and physical education
- taking account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment, particularly in science, design and technology, ICT and art and design
- enabling the fullest possible participation of pupils 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. (See [Overcoming potential barriers to learning and assessment for individuals and groups of pupils.](#))

#### **Examples for B/3d - using appropriate assessment approaches**

Teachers use appropriate assessment approaches that:

- allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means
- are familiar to the pupils and for which they have been adequately prepared
- use materials which are free from discrimination and stereotyping in any form
- provide clear and unambiguous feedback to pupils to aid further learning.

#### **Examples for B/3e - setting targets for learning**

Teachers set targets for learning that:

- build on pupils' knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time
- are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

### ***C Overcoming potential barriers to learning and assessment for individuals and groups of pupils***

1. A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described in sections A and B and, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language.



Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

## 2. Pupils with special educational needs

Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will also have disabilities (see paragraphs C/4 and C/5). In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice, or, in exceptional circumstances, with a statement of special educational need. Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

3. Teachers should take specific action to provide access to learning for pupils with special educational needs by:

- a. providing for pupils who need help with communication, language and literacy
- b. planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
- c. planning for pupils' full participation in learning and in physical and practical activities
- d. helping pupils to manage their behaviour, to take part in learning effectively and safely, and, at key stage 4, to prepare for work
- e. helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

### **Examples for C/3a - helping with communication, language and literacy**

Teachers provide for pupils who need help with communication, language and literacy through:

- using texts that pupils can read and understand
- using visual and written materials in different formats, including large print, symbol text and Braille
- using ICT, other technological aids and taped materials
- using alternative and augmentative communication, including signs and symbols
- using translators, communicators and amanuenses.

### **Examples for C/3b - developing understanding**

Teachers develop pupils' understanding through the use of all available senses and experiences, by:

- using materials and resources that pupils can access through sight, touch, sound, taste or smell
- using word descriptions and other stimuli to make up for a lack of first-hand experiences
- using ICT, visual and other materials to increase pupils' knowledge of the wider world
- encouraging pupils to take part in everyday activities such as play, drama, class visits and exploring the environment.

### **Examples for C/3c - planning for full participation**

Teachers plan for pupils' full participation in learning and in physical and practical activities through:

- using specialist aids and equipment
- providing support from adults or peers when needed
- adapting tasks or environments
- providing alternative activities, where necessary.

### **Examples for C/3d - managing behaviour**

### **Examples for C/3e - managing emotions**

Teachers help individuals manage their emotions and take part in learning through:

- identifying aspects of learning in which the pupil will engage and plan short-term, easily achievable goals in selected activities
- providing positive feedback to reinforce and encourage learning and build self-esteem
- selecting tasks and materials sensitively to avoid unnecessary stress for the pupil
- creating a supportive learning environment in which the pupil feels safe and is able to engage with learning
- allowing time for the pupil to engage with learning and gradually increasing the range of activities and demands.

#### 4. Pupils with disabilities

Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the National Curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to the formal provisions for disapplication.

5. Teachers should take specific action to enable the effective participation of pupils with disabilities by:
  - a. planning appropriate amounts of time to allow for the satisfactory completion of tasks
  - b. planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
  - c. identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

#### **Examples for C/5a - planning to complete tasks**

Teachers plan appropriate amounts of time to allow pupils to complete tasks satisfactorily through:

- taking account of the very slow pace at which some pupils will be able to record work, either manually or with specialist equipment, and of the physical effort required
- being aware of the high levels of concentration necessary for some pupils when following or interpreting text or graphics, particularly when using vision aids or tactile methods, and of the tiredness which may result
- allocating sufficient time, opportunity and access to equipment for pupils to gain information through experimental work and detailed observation, including the use of microscopes
- being aware of the effort required by some pupils to follow oral work, whether through use of residual hearing, lip reading or a signer, and of the tiredness or loss of concentration which may occur.

#### **Examples for C/5b - developing skills in practical aspects**

Teachers create opportunities for the development of skills in practical aspects of the curriculum through:

- providing adapted, modified or alternative activities or approaches to learning in physical education and ensuring that these have integrity and equivalence to the National Curriculum and enable pupils to make appropriate progress
- providing alternative or adapted activities in science, art and design and design and technology for pupils who are unable to manipulate tools, equipment or materials or who may be allergic to certain types of materials
- ensuring that all pupils can be included and participate safely in geography fieldwork, local studies and visits to museums, historic buildings and sites.

#### **Examples for C/5c - overcoming specific difficulties Teachers overcome specific difficulties**

for individuals presented by aspects of the programmes of study and attainment targets through:

- using approaches to enable hearing impaired pupils to learn about sound in science and music
- helping visually impaired pupils to learn about light in science, to access maps and visual resources in geography and to evaluate different products in design and technology and images in art and design
- providing opportunities for pupils to develop strength in depth where they cannot meet the particular requirements of a subject, such as the visual requirements in art and design and the singing requirements in music
- discounting these aspects in appropriate individual cases when required to make a judgement against level descriptions.

#### ***Pupils who are learning English as an additional language***

6. Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.
7. The ability of pupils for whom English is an additional language to take part in the National Curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas.
8. Teachers should take specific action to help pupils who are learning English as an additional language by:
  - a. developing their spoken and written English
  - b. ensuring access to the curriculum and to assessment.

### **Examples for C/8a - developing spoken and written English**

Teachers develop pupils' spoken and written English through:

- ensuring that vocabulary work covers both the technical and everyday meaning of key words, metaphors and idioms
- explaining clearly how speaking and writing in English are structured to achieve different purposes, across a range of subjects
- providing a variety of reading material [for example, pupils' own work, the media, ICT, literature, reference books] that highlight the different ways English is used, especially those that help pupils to understand society and culture
- ensuring that there are effective opportunities for talk and that talk is used to support writing in all subjects
- where appropriate, encouraging pupils to transfer their knowledge, skills and understanding of one language to another, pointing out similarities and differences between languages
- building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

### **Examples for C/8b - ensuring access**

Teachers make sure pupils have access to the curriculum and to assessment through:

- using accessible texts and materials that suit pupils' ages and levels of learning
- providing support by using ICT or video or audio materials, dictionaries and translators, readers and amanuenses
- using home or first language, where appropriate.

## **Appendix 2 - Key reference documents**

### **National Documentation**

- The National Curriculum Handbook for Primary Teachers in England (pp 30-37)
- OFSTED Handbook for Inspecting Primary and Nursery Schools
- Evaluating Educational Inclusion-OFSTED web-site <http://www.ofsted.gov.uk>
- Learning for All (Commission for Racial Equality) Quality Standards for Schools (appendices on relevant legislation, guidance, glossaries of terms)
- Raising the attainment of ethnic minority pupils (OFSTED)
- Educational Inequality: Mapping Race, Class and Gender (OFSTED)
- Improving City Schools (cf Main findings/key issues)
- Race Relations (Amendment) Act 2000 - proposals for implementation - Home Office, February 2001. (cf paragraphs 6.16 and 6.17, for specific school-related responsibilities).