



Inclusion SEN Policy

Bromley Independent Grammar

1. Introduction

We are committed to giving all our students every opportunity to achieve the highest 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 of all students. The achievements, attitudes and well-being of all our students matters. This policy helps to ensure that this School promotes the individuality of all our students, irrespective of ethnicity, attainment, age, disability, gender or background.

The education we offer our students is based on the following principles:

- It builds on what our students already know and can do
- It ensures that no student is excluded or disadvantaged
- It offers a structure for learning that has a range of starting points, content that matches the needs of young students, and activities that provide opportunities for learning both indoors and outdoors
- It provides a rich and stimulating environment

2. Aims and Objectives

Our School aims to be an inclusive School. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students. This means that equality of opportunity must be a reality for our students. We make this a reality through the attention that we pay to the different groups of students within our School:

- Girls and boys
- Minority ethnic and faith groups
- Students who need support to learn English as an additional language
- Students with certain special educational needs
- Able, gifted and talented students
- Students who are at risk of disaffection or exclusion
- Lesbian, gay, bisexual and transgender students
- Those members of the School who are experiencing homophobic, bi-phobic or transphobic (HBT) bullying

3. Inclusion

We believe that our students matter. We give our students every opportunity to achieve their best. We do this by taking account of our students' range of life experiences when we are planning for their learning.

At School we set realistic, challenging and achievable expectations keyed to the needs of our students. Some students progress beyond this point. We help them to do this by planning to meet the needs of both boys and girls, of students with special educational needs, of students who are more able, of students with disabilities, of students from social and cultural backgrounds, of students from different ethnic groups, and of those from diverse linguistic

backgrounds.

We meet the needs of all our students through:

- Planning opportunities that build on and extend the students' knowledge, experience and interests, and develop their self-esteem and confidence
- Using a variety of teaching strategies that are based on students' learning needs
- Providing a wide range of opportunities to motivate and support the students, and to help them to learn effectively
- Offering a safe and supportive learning environment, in which the contribution of all students is valued
- Employing resources that reflect diversity, and that avoid discrimination and stereotyping
- Planning challenging activities for students whose ability and understanding are in advance of their language and communication skills
- Monitoring student's progress, costing and arranging support (such as speech therapy) as necessary

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of students. We meet these needs through:

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of students

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our students achieve their best?
- Are there differences in the achievement of different groups of students?
- What are we doing for those students who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing students to live in a diverse society?

4. Teaching and Learning Style

We aim to give all our students the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of students to ensure that all students are achieving as much as they can. We also make ongoing assessments of each student's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their students. For some students, we use the programmes of study from earlier key stages. This enables some of our students to make progress in their own lessons, perhaps after significant amounts of time spent away from School.

When the attainment of a student falls significantly below the expected level, teachers enable the student to succeed by planning work that is in line with that student's individual needs. Where the attainment of a student significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or

areas for which the student shows particular aptitude. Teachers are familiar with the equal opportunities legislation covering race, gender and disability.

Teachers ensure that all students:

- Feel secure and know that their contributions are valued
- 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
- Participate fully, regardless of disabilities or medical needs

5. Students with Disabilities

We are committed to meeting the needs of all groups of students within our School. The School fully meets the requirements of the amended Disability Discrimination Act. All reasonable steps are taken to ensure that these students are not placed at a substantial disadvantage compared with any other student.

The School is housed in a grade 1 listed building and we do everything possible to facilitate those who need assistance within the limitations of our site.

Teachers modify teaching and learning expectations as appropriate for students 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 students with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled students:

- 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 in which students 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
- Includes approaches that allow hearing-impaired students to learn about sound in science and music, and visually impaired students both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology
- Uses assessment techniques that reflect their individual needs and abilities

6. 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 its students, without recourse to disapplication or modification. We achieve this through greater differentiation of the

student's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the student.

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.

We would ensure that every effort had been made to provide the necessary support from within the School's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, for students with special educational needs through an EHC Plan
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it

7. Inclusion and Racism

The School has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). The diversity of our society is addressed through our 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 students, regardless of ethnic or social background. All racist incidents are now recorded by the Principal. The School contacts parents of those students involved in racist incidents.

8. LGBT

The Equality Act 2010 states Schools are required to eliminate discrimination on the grounds of sexual orientation and gender reassignment. This includes HBT bullying. The School promotes equal opportunities and fostering of good relationships. This means the School takes proactive steps to promote, respect and understand LGBT people and issues.

The School aims:

- To provide an inclusive environment in which LGBT students and staff are valued and respected
- To promote understanding of and support the needs of LGBT students and staff
- To enhance LGBT awareness and issues through the provision of an inclusive curriculum
- To monitor and tackle HBT language and bullying

9. Summary

In our School, we value each student 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.

10. Monitoring and Review

This policy is monitored by the senior management team and owners of the School, and will be reviewed every two years, or earlier if necessary.

| Date | Position | Name of reviewer | Date of next review |
|--------------|------------|------------------|---------------------|
| January 2020 | Principal | Mrs L. Harries | January 2021 |
| January 2020 | Proprietor | Mr A. Khan | January 2021 |