



INCLUSION POLICY

October 2014

Chair of Governors, Claire Sayers

A handwritten signature in black ink, appearing to read "Claire Sayers", positioned below the printed name.

EDUCATIONAL INCLUSION is more than a concern about any one group of pupils. Its scope is broad. It is about equal opportunities for all pupils whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for and the achievement of different groups of pupils within the school. These different groups could include:

- Boys and girls
- Minority ethnic and faith groups
- Pupils who need support to learn English as a second language
- Pupils with special educational needs including physical disability
- Gifted and talented pupils
- Children 'looked after' by the local authority
- Children of differing age - e.g. summer born children
- Children with differing learning styles

An educationally inclusive school will examine the achievement of children according to prior attainment and ask whether higher attainers are achieving as well as lower attainers. It will also examine discrepancies in achievement according to subject. An educationally inclusive school is one in which the teaching and learning achievements, attitudes and well being of every child and adult matters. The most effective schools take practical steps to promote tolerance and understanding of diversity, thus preparing the child for life in a multi-cultural society.

East Preston Infant School is a Rights Respecting School. All pupils staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

At East Preston Infant School our commitment to Inclusion is stated in one of our aims:-

- *Provide an inclusive environment where everyone is encouraged to fulfil their potential.*

We actively promote inclusion in the whole school by:

- Creating and maintaining a stimulating and enjoyable learning culture for all - where all children are valued and motivated to enquire and explore further.
- Having high expectations of learning and behaviour for all pupils.

- Regular and robust monitoring and evaluation of the quality of teaching by the Headteacher and Subject Co-ordinators, which ensures understanding and application by the whole staff of differentiation for different groups of pupils, appreciation of different learning styles and the use of Teaching Assistants and Information Communication Technology [ICT] to support Inclusion.
- Analysing data - Standard Assessment Tasks [SAT's], Foundation Stage Profile [FSP], Maths assessments, baseline and other more specific assessments to identify possible discrepancies in the attainment of different groups of children.
- Implementing the Assessment Policy - this embraces Formative and Summative assessment strategies to be used by class teachers.
- Promoting a high profile Life Skills [Personal Social Health and Citizenship Education - PSHCE] policy, including:-
 1. Daily Special Person, class circle times, reinforced by special displays.
 2. Active class councils reporting to the whole school council.
 3. Discrete teaching of PSHCE
- Grouping children in a variety of ways, for Maths, Literacy and other subjects. Some groups are ability based whilst others promote inclusion through mixed ability groupings.
- Having an Able Pupil Policy in place which identifies gifted and talented children and makes provision through differentiated work within class, application to West Sussex Able Pupil Workshops and Enrichment days and 'Angmering Family Schools' Able Pupil Master class days.
- Having a Special Educational Needs Policy in place which is co-ordinated by the Special Educational Needs Coordinator [SENCO]. Involving outside support agencies to facilitate progress for children with specific learning difficulties.
- Implementing a rigorous, positive and high-profile School Code, including class rules negotiated with children and issues discussed in School Council.
- Holding a weekly Celebration Assembly to recognise contributions and achievement across the curriculum, including attitudes and behaviour.
- Presentation of the 'Star Award' each week in Celebration Assembly. Children to be identified for 'exceptional effort'.
- Affirming and resourcing an important element of the Religious Education policy in the exploration of other faiths and festivals.
- Conducting a thorough Induction programme for new Reception children.
- Maintaining good and pro-active relationships with parents through daily contact, an open-door policy, parent consultations and annual reports.
- Promoting an Inclusive climate in the school through the involvement of Governors and all staff in the production of the annual development plan.

- Ensuring that the school environment is accessible to all and that the organisation of premises, resources and furniture does not hinder the learning or teaching of any individual child or adult.
- Maintaining an equal opportunities clause in all curriculum policies.
- Ensuring that there is a variety of work on display in the classrooms and shared areas of school, representing the efforts of all pupils.

At East Preston Infant School we recognise that the emotional climate of a child's classroom or school will either support or inhibit him/her in their journey towards academic and social growth and learning. The sense of 'belonging' and of being 'accepted and valued' is of paramount importance to the child and to their parents and will reflect in the quality of learning experienced at our school.

We teach to the guidelines of the National Curriculum (2014) and adhere to the Special Educational Needs Code of Practice (2014). We have high aspirations and expectations for all our children, and we plan lessons "to ensure that there are no barriers to every pupil achieving". (National Curriculum 2014).

"All children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training."*

Therefore as a school, the staff will continue to strive to:-

- Celebrate all achievement
- Listen to the voice of the whole-school community, especially the children
- Respect and value all members of the staff team and maintain open and positive working relationships
- Have high and appropriate expectations of all learners
- Promote a learning community that will constantly progress and change in order to reduce barriers to learning.

This policy will be reviewed and revised on a three yearly cycle in line with the School Development Plan.

Special Educational Needs Acronyms

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| ASD | Autistic Spectrum Disorder |
| ADHD | Attention Deficit Hyperactivity Disorder |
| CAMHS | Child and Adolescent Mental Health Services |
| CLA | Child Looked After (or Child in Public Care) |
| COP | Code Of Practice |
| DDA | Disability Discrimination Act |
| EBD | Emotional Behavioural Difficulties |
| EP | Educational Psychologist |
| EPS | Educational Psychology Service |
| HI | Hearing Impairment |
| HLTA | Higher Level Teaching Assistant |
| LA | Local Authority |
| LSA | Learning Support Assistant |
| MLD | Moderate Learning Difficulties |
| OT | Occupational Therapy |
| PD | Physical Disability |
| PMLD | Profound & Multiple Learning Difficulties |
| PSP | Pastoral Support Programme / Plan |
| SALT | Speech & Language Therapist |
| SATs | Statutory Assessment Test/Tasks |
| SENCO | Special Educational Needs Coordinator |
| SLCD | Speech, Language and Communication Difficulties |
| SLD | Severe Learning Difficulties |
| SpLD | Specific Learning Difficulties |
| TA | Teaching Assistant |
| VI | Visual Impairment |