



Inclusion Policy

October 2023

Chair of Governors, Jane Jones

Signed

Introduction

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
- Disadvantaged children ie. Those pupils for whom we receive Pupil Premium funding
- Children with medical needs
- Children who are at risk of exclusion
- Children 'looked after' by the local authority

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.

In this policy we specifically recognise the following articles from the UN convention on the Rights of the Child:

Article 3 – The best interests of the child must be a top priority in all things that affect children.

Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Aims and Objectives

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.

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

- Setting challenging targets that enable children to strive and be 'Go for it Gorillas'
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children
- Creating and maintaining a stimulating and enjoyable learning culture for all – where all children are valued and motivated to enquire and explore further
- Promoting a high profile Life Skills [Personal Social Health and Education – PSHE] policy
- Having a Special Educational Needs Policy in place based upon SEN Code of Practice 2014
- Involving outside support agencies to facilitate progress for children with specific learning difficulties.
- Implementing a rigorous, positive and high-profile School Code, including class charter negotiated with children and issues discussed in School Council.
- 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 School Improvement 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.

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

- Do all our children achieve as much as they can?
- 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 we successful in promoting harmony in preparing pupils to live in a diverse society?
- Do we provide every opportunity for all our children to have a participatory role in every aspect of their school life?

Teaching and Learning Style

We aim to give all children at East Preston Infant School the opportunity to succeed and reach the highest level of personal achievement and citizenship. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving to their potential. We maintain an on-going assessment of each child's progress and teachers use this information when planning their lessons thereby enabling them to take into account the abilities of all their children.

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

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 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 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.

At East Preston Infant School we value each child as a unique individual. We will strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Other policies to refer to:

- SEND policy
- Accessibility Policy
- Equality Policy

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

Special Educational Needs Acronyms

ACEs	Adverse Childhood Experiences
ASD	Autistic Spectrum Disorder
ADHD	Attention Deficit Hyperactivity Disorder
CAMHS	Child and Adolescent Mental Health Services
CLA	Child Looked After
COP	Code of Practice
DDA	Disability Discrimination Act
EP	Educational Psychologist
EPS	Educational Psychology Service
HI	Hearing Impairment
HLTA	Higher Level Teaching Assistant
LA	Local Authority
MLD	Moderate Learning Difficulties
OT	Occupational Therapy
PD	Physical Disability
PMLD	Profound & Multiple Learning Difficulties
PSP	Pastoral Support Programme / Plan
SALT	Speech & Language Therapist
SEMH	Social, Emotional Mental Health
SENCO	Special Educational Needs Coordinator
SLCN	Speech, Language and Communication need
SLD	Severe Learning Difficulties
SpLD	Specific Learning Difficulties
TLA	Teaching & Learning Support Assistant
VI	Visual Impairment