



Inglehurst Infant School

Inclusion Policy

Review of the Inclusion Policy

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

Last Reviewed	September 2024
Review date	September 2025
SENDCo	Winsett Ellis
Headteacher	Kerry Pochin
Rob Johnson	Chair of Governors

1. Vision

To nurture and inspire happy, healthy, confident, life-long learners.

At Inglehurst Infant School we pride ourselves on creating a welcoming, caring and safe environment in which each person feels valued and respected. We teach a broad and balanced curriculum, building the necessary skills and confidence needed for pupils to achieve high standards, as well as develop a life-long love of learning.

2. Inclusion statement

Inglehurst Infant School is an inclusive school and we value the unique contributions that all children have to bring to the classroom. We believe that diverse groups of children working side by side will benefit all. We aim to break down barriers to learning by understanding the needs of our children and their families and putting in place support, where needed, for them to thrive.

We endeavour to make every effort to achieve maximum inclusion of all pupils (including those with SEND) whilst meeting pupils' individual needs. We monitor all identified groups within the school to ensure that all pupils, regardless of age, gender, disability, culture, ethnicity or religion are treated equally and fairly.

3. Aims and Objectives of this Policy

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children and their families. An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and wellbeing of every young person matter. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls, boys and transgender
- Minority ethnic and faith groups
- Children who need support to learn English as an Additional Language
- Children with Special Educational Needs
- Disadvantaged children (eligible for Free School Meals and Pupil Premium)
- Children in the care of the Local Authority
- Children with specific health needs
- Children with disabilities and/or medical needs
- Children who are at risk of disaffection or exclusion, or who are failing to participate fully in school through challenging behaviour or poor attendance
- Children with emotional and/or psychological needs
- Victims of abuse and domestic violence
- Children from a traveller background
- Asylum seekers and refugees
- Children who act as carers
- More able learners

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment.

The Early Years Foundation Stage Curriculum (EYFS) and National Curriculum are our starting points for planning a school curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Building and maintaining trusting relationships with pupils and their families
- Responding to children's diverse learning needs
- Setting suitable learning challenges
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Providing other curricular opportunities outside the EYFS and National Curriculum to meet the needs of individuals and groups of children.
- Offering family support and personal development opportunities, as well as promoting community cohesion
- Close working relationships with outside agencies

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 achievements of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

This is carried out through pupil progress meetings, assessment, staff meetings, INSET, parent/carers meetings and Senior Leadership Team learning walks.

4. Roles and Responsibilities

The governing body will ensure that inclusion provision is of a high standard, and will evaluate the effectiveness of the provision and inclusion policy on a termly basis.

The headteacher will ensure that the management of inclusion remains consistent and effective, providing regular reports to the governing body.

Staff will regularly evaluate pupils' progress and liaise with the Inclusion Manager.

Parents/carers will work in partnership with the school to support the progress of their child, maintaining strong communication with the school and providing their child with activities at home to assist in development.

5. The Equality Act

This policy also has due regard for non-statutory guidance, including the following:

- The Equality Act 2010

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides pupils' access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment

Please see our Equality Policy and Objectives for further information.

6. Pupils in Need

Pupils in the following groups are named on various registers or lists at Inglehurst Infant School, which are regularly reviewed:

- Pupils with Special Educational Needs &/or Disability (SEND register)
- Pupils learning English as an additional language (EAL list)
- Vulnerable Pupils list (Pupils with safeguarding needs list)
- Pupils in receipt of Free School Meals & Pupil Premium (Disadvantaged pupils list)

Please see our school's [Early Help Offer](#), which details how we promote social inclusion.

7. Planning, Teaching and Assessment

We aim to give all of our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. For some children in Key Stage 1, we use the programmes of study from the EYFS. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

When the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. They take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments
- Ensuring that children are taught in groupings that allow them to experience success
- Securing pupil motivation and concentration
- Providing pupil security that their contributions will be valued

- Planning the teaching and value of similarities and differences, and of taking responsibility for their actions
- Providing equality of opportunity through planning varied teaching and learning styles
- Providing materials that reflect a range of social and cultural backgrounds, without stereotyping
- Use appropriate assessment approaches
- Setting appropriate targets for learning
- Providing interventions for pupils who need additional support
- Planning for pupils' full participation in learning and in physical and practical activities, including participating safely in clothing appropriate to religious beliefs
- Helping pupils to manage their behaviour, to take part in learning effectively and safely
- Encourage pupils to participate fully, regardless of disabilities or medical needs
- Helping individuals to manage their emotions

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- 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 offer alternative activities in those subjects where children 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 children with a hearing impairment to learn about sound in science and music, and for children with a visual impairment to learn about light in science and to use visual resources and images in both art and design and in design and technology.
- Uses assessment techniques that reflect their individual needs and abilities

7.1 Children with Special Educational Needs (SEN)

Curriculum planning and assessment for pupils with SEN takes account of the type and extent of the difficulty experienced by the pupil. We aim to ensure equal opportunities for all pupils with SEN. It is the teacher's responsibility to inform the SENDCo of any concerns regarding an individual's learning.

In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater adaption of tasks and materials. 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 professionals, or in exceptional circumstances, with an Education, Health and Care Plan (EHCP).

Teachers take specific action to provide access to learning for pupils with SEND by:

- Providing for pupils who need additional support with speech, language and communication
- Planning with a multi-sensory and practical approach to learning
- Adapting planning (including objectives and/or success criteria) to meet individual pupils' needs and abilities
- Helping pupils to manage their behaviour, so they can take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly their mental health

Please see our [SEND Policy](#) for further information and detail.

7.2 Children with disabilities

Some children in our school have disabilities and consequently need additional resources. We are committed to meeting the needs of all children with a disability. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in 2010.

'A disabled pupil' is defined as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Not all pupils with disabilities will necessarily have SEN. 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, hearing aid or specialist visual equipment.

Teachers take specific action to enable the effective participation of pupils with disabilities by:

- Planning appropriate amounts of time to allow for the satisfactory completion of tasks
- Planning opportunities for all pupils to access to a broad and balanced curriculum, with adapted activities where necessary

The school ensures that every child has full access to the curriculum and constantly evaluates the EYFS areas and aspects of learning, National Curriculum subjects and the rest of the curriculum and related services, to ensure that no child is excluded because of his or her disability or learning difficulty. The school makes every effort to ensure there are few physical features that might impair access to all aspects of school life. Improving the environment and increasing physical accessibility is part of the School Development Plan and the school's [Accessibility Plan](#).

The school is committed to providing an environment that allows these children full access to all areas of learning. All of our classroom entrances are wide enough for wheelchair access and designated points of entry for our school also allow wheelchair access.

7.3 Children who are learning English as an Additional Language

Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning takes 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 is used, to confirm that no learning difficulties are present. 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 plan learning opportunities to help pupils develop their English and provide the support pupils need to take part in all curriculum areas.

Teachers take specific action to help pupils who are learning English as an additional language by:

- Providing learning opportunities to enable the development of spoken and written English
- Ensuring access to the curriculum and to assessment
- Providing access to dual-language texts, posters and displays, where appropriate
- Working collaboratively with other pupils, both new to English and those whose first language is English
- Providing opportunities for discussions and co-operative learning
- Promoting and celebrating diversity whilst avoiding stereotyping
- Planning learning opportunities which reflect the backgrounds of pupils in the classroom.

7.4 More Able Learners

Following guidance from the National Association for Able Children in Education (NACE), more able learners are defined in the following way:

- Learners who have the potential or capacity for high attainment
- Learning who demonstrate high levels of performance in an academic area
- Learners who are more able relative to their peers in their own year group, class and school

We recognise that more able learners can have abilities in all areas of the curriculum or in a specific subject/curriculum area, including the arts and physical activities. More able learners may have abilities in specific curriculum areas, but show weaknesses in others (e.g. poor writing skills).

All adults should make appropriate provision for more able learners, as they do for all pupils in their class. We aim to:

- Maintain high expectations of achievement for all children.
- Promote enterprise, self-reliance and independence for all children.
- Recognise that more able learners have particular educational needs that must be met to realise their full potential.
- Ask stimulating and challenging questions to skilfully develop pupils' higher order thinking skills.
- Encourage children to become more involved with the curriculum and their own learning, and to use higher level thinking skills of analysis, evaluation and synthesis.
- Make use of assessment to establish what pupils can do already so that appropriate tasks and challenges are set.
- Monitor pupil progress through assessment (summative and formative) and review this at pupil progress meetings.

- Provide appropriate challenge through high quality tasks for enrichment and extension of knowledge.
- Ensure that pupils are aware of their next steps.

7.5 Dis-application 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 children on roll without recourse to dis-application or modification. We achieve this through greater adaptation of the child's work, or through the provision of additional learning resources.

8. Child Protection

Children on the Child Protection register or on a Child in Needs plan are monitored by the Senior Leadership Team and their progress tracked regularly.

9. Admissions

Admission to Inglehurst Infant School is in line with the LA policy. We will not discriminate against any child on the grounds of race, religion or ethnic origin. Our school will not automatically refuse entry to pupils on the grounds that they have SEND, social or behavioural needs and will take all reasonable steps to provide effective educational provision.

10. Behaviour

We set high standards of behaviour which are set out in our Behaviour Policy. We aim to achieve a community which values and respects each individual, both staff and pupils. Racism, sexism and other forms of discrimination are not acceptable. At Inglehurst Infant School, we aim to prepare pupils for living in a diverse and increasingly interdependent society.

Our curriculum directly addresses the diversity of our society, which reflects the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the governing body by the Headteacher. The school contacts parents/carers of those pupils involved in racist incidents.

11. Monitoring and Review

Mrs Katherine Rayner is our school's Inclusion Manager. The Inclusion Manager will review this policy annually, alongside the governing body, to ensure that all relevant policies and practices are up-to-date and compliant with the statutory requirements.

Any changes to statutory guidance related to Inclusion and SEND may lead to changes in this policy. All staff will be notified if there are changes to this policy.

12. Links with other policies and documents

This policy has been written in reference to the following guidance and documents:

- Part 3 of the Children and Families Act 2014
- Equality Act 2010
- Equality Policy and Objectives
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs &/or Disabilities Policy

- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- Early Years Foundation Stage Framework 2021
- National Curriculum in England Key Stage 1 framework documents 2013
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Supporting Pupils at School with Medical Conditions 2015
- Administering Medication Policy
- Children with Health Needs who cannot attend school Policy
- Intimate Care Policy
- Anti-Bullying Policy
- Admissions Policy
- Behaviour and Relationships Policy
- Complaints Policy
- Teachers Standards 2012
- Mental Health and Behaviour in Schools 2014
- Attendance Policy