

Learning for Ourselves, Respect, We Can



INCLUSION POLICY

RRS:-

- 1. Best interests of the child.** The best interests of the child must be a top priority in all actions concerning children.
- 2. Registration, name, nationality, care.** Every child has the right to a legally registered name and nationality as well as the right to know and, as far as possible, to be cared for by their parents.
- 3. Children with disability.** A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.
- 4. Goals of education.** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights as well as respect for their parents, their own and other cultures, and the environment.
- 5. Children of minorities.** Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.

Reviewer: Nicky Rix (SENCO)

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Inclusion Policy

Inclusion in Education

- Inclusion in education involves the processes of increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.
- Inclusion involves restructuring the cultures, policies and practices in school so that they respond to the diversity of students in their locality.
- Inclusion is concerned with the learning and participation of all students' vulnerable to exclusionary pressures, not only those with impairments or those who are categorised as "having special educational needs and/or disabilities".
- Inclusion is concerned with improving schools for staff as well as for students.
- A concern with overcoming barriers to the access and participation of particular students may reveal gaps in the attempts of a school to respond to diversity more generally.
- All students have a right to education in their locality.
- Diversity is not viewed as a problem to be overcome, but as a rich resource to support the learning of all.
- Inclusion is concerned with fostering mutually sustaining relationships between schools and communities.
- Inclusion in education is one aspect of inclusion in society.

Aims and Objectives

Lyndhurst Infant School aims to be an inclusive school. This means that equality of opportunity must be a reality for all our children. This policy ensures that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. We aim for children to build resilience and independence and some children receive counselling to support them with their social, emotional and mental health difficulties e.g. by providing learning mentors, play therapy, support from the Family Engagement Officer and SENCo. We make this a reality through the attention we pay to the different groups of vulnerable children within our school:

- white working-class boys
- boys and girls
- children from minority ethnic groups;

- children and families of different religions and beliefs;
- travellers, asylum seekers and refugees;
- children who need support to learn English as an additional language (EAL);
- children with special educational needs (SEN) and/or disabilities;
- children with social, emotional and mental health needs;
- academically more able children;
- children 'looked after' by the local authority (CLA) and forever CLA;
- other children such as sick children; young carers; those children from families under stress;
- children who are at risk of disaffection and exclusion.
- children whom are entitled to free school meals, ever 6 and receive Pupil Premium.

Through our policies, provision and practice Lyndhurst Infant School consistently questions:

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

Bumble Bee Class

At Lyndhurst we have a Special Support Centre (SSC) for eight children with social communication difficulties/ Autism. The children are from a wide surrounding area and work with dedicated staff with a wealth of knowledge and experience in the field of social communication conditions. The children that attend the SSC are not able to cope with the full time social demands of mainstream schooling, so their learning expectations are met in Bumble Bee class.

The aims of the SSC are to enable children to explore their potential without limits, in a caring and empathetic environment. The children are taught according to their Individual Education Plans with personalised targets to support their individual social, emotional and physical needs. The SSC aims to provide every child with a supported integration programme to provide opportunities for them to work within the mainstream environment.

At Lyndhurst we treat individuals with respect regardless of differences. Each child, member of staff or member of the Governing Body, parent/carer and visitor to the school is welcome and highly valued as part of our inclusive community. We have a diversity of pupils from a wide variety of backgrounds. The staff value each child and plan carefully to ensure that all children can achieve and make good rates of progress.

We acknowledge and share an interest in children's language, religion, faith, customs and family situations. We are aware of children and staff who may need extra

support for whatever reason. Our staff are dedicated and take an active role in the development of themselves and others.

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

- setting suitable learning challenges;
- making learning fun;
- ensuring that pupils are healthy and safe;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- groups of children, recognising these groups may be fluid and responding with flexibility;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language and occupational therapy (OT) sessions carried out by trained staff members).

Teaching and Learning Style

We gather data to help us to review our children's progress against these criteria. We also monitor children's access to extra activities, for example breakfast club and after school clubs. We analyse the attainment of different groups of children to ensure that all children are achieving. Teachers use this information when planning their lessons and for interventions, in order to 'close the gap' for SEND children compared to other learners and the more able and academically more able.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Individual learning plans (I.L.Ps) are implemented and outcomes set at a suitable level, including the use of P scales.

(See also the school policies on more able children, special educational needs and/or disabilities, safeguarding, equal opportunities, English as an additional language and behaviour and anti-bullying policy, which includes our exclusion policy.

Adults in school are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Adults follow our Right Respecting Schools ethos and ensure that children:

- 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.

Children with disabilities

Some children in our school have disabilities and consequently need additional resources. The school fully meets the requirements of the Equality Act (2010). All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow wheelchair access. Our Disability and Equality Policy identifies how we intend to increase the extent of which disabled children can take advantage of all that our school has to offer. The SENCO works closely with the Rehabilitation and Mobility Officer from the Sensory Support Team, in order to prepare the school environment for pupils with particular needs.

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 all children the opportunity to develop skills in practical aspects of the curriculum. We ensure children with special educational needs and/or disabilities are involved in school trips, and sometimes request parental support. Additionally we write comprehensive risk assessments to support their safe inclusion.

In response to the Equality Act (2010), this protects individuals from discrimination, harassment and victimisation based on protected characteristics including disability. The governing body will continue to review how the school can be made more accessible for disabled children and the Premises Development Plan will reflect this.

Teachers ensure that the work undertaken by disabled 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 offers alternative activities in those subjects in which 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 hearing-impaired children to learn about sound in science and music, and visually impaired children 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;

- use assessment techniques that reflect their individual needs and abilities.

Disapplication and modification

The school can, where necessary, modify or dis-apply 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 children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child'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 child.

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/carers and we follow the local authority's requirements. The school's governor with responsibility for special educational needs would also be closely involved in this process. 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, through a statement of special educational needs;

Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

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 children, regardless of ethnic or social background. All racist incidents are now recorded in the racist incident book and are reported to the governing body by the Headteacher. The school contacts parents or carers of those pupils involved in racist incidents. See the schools Disability and Equality policy.

Educationally Inclusive Schools

An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter.

Effective schools are educationally inclusive schools. This shows, not only in the school's performance, but also in its ethos and willingness to offer new opportunities

to children who may have experienced previous difficulties. This does not mean treating all children in the same way. Rather it involves taking account of children's varied life experiences and needs.

The most effective schools do not take educational inclusion for granted. Therefore, Lyndhurst constantly monitors and evaluates the progress each child makes. We identify any children who may be missing out, difficult to engage, or feeling in some way to be apart from what the school seeks to provide. We take practical steps – in the classroom and beyond – to meet children's needs effectively and they promote tolerance and understanding in a diverse society.

At Lyndhurst the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning, to remove barriers to children's learning and narrow their attainment gap.

At Lyndhurst we continue to:

- Plan and implement integration programmes for children in the Special Support Centre.
- Make full use of our purpose built wet room and sensory room.
- Arrange furniture to accommodate wheelchairs.
- Prepare the school environment for pupils with additional needs.
- Employ adults to work with children who are learning English as an Additional Language and children with Special Educational Needs and/or Disabilities.
- Share and celebrate festivals from other faiths.
- Welcome visitors from other countries and from other communities in West Sussex and further afield.
- Carry out Early Help plans and work with multi-agency hubs to improve prevention and support intervention at the earliest point, to support the most vulnerable families.
- Liaise with parents, professionals, schools and organisations to ensure children experience a smooth transition throughout their learning.
- Liaise with specialist nurses, doctors and outside agencies concerned with children who have medical conditions.
- Liaise with Children and Young People's Services and the Educational Welfare Officer where there are concerns with children's attendance. EWO may issue a Fixed Penalty Notices.

- Employ a designated teacher to support our Children that are Looked After (CLA) and vulnerable children.
- Provide care and support for children with specific medical conditions or disabilities.
- Provide care and support for children experiencing emotional difficulties such as, bereavement. The learning mentors and Family Engagement Liaison Officer work closely with individual children and have a profound effect on the whole school by enhancing inclusion.
- Consult with external agencies in order to seek a positive way forward for individual children.
- Employ a safeguarding officer.
- Employ a SENCo, whom will be responsible for tracking and auditing the attainment and progress of all children who have been identified by the school as having needs that fall within the domains identified within the Code of Practice.

This policy should be read in conjunction with the Special Educational Needs and/or Disability policy and practice (SEN Information Report), Anti-bullying policy, Behaviour policy, Academically more able; Collective Worship; Child Protection and Safeguarding; Racial Equality; and Children Looked After policy and the school's Local Offer (available on Lyndhurst's website).

Health and Safety and Risk Assessments

At Lyndhurst we consider the health and safety of all our pupils to be of paramount importance. Please see the following school policies:

- Health and Safety policy
- Behaviour and Anti-Bullying
- Outside educational visits and off-site policy
- Security and Fire policy
- Early Years policy
- Child Protection and Safeguarding policy
- Disability and Equality policy
- Accessibility Plan
- Managing health, medicine and whole school food issues

References

- The Equality Act (2010)
- SEN Code of Practice (June 2014)
- Children and Families Act (2014)

This policy is being used in conjunction with the following policies – Special Educational Needs; Behaviour and Anti-Bullying; Academically more able; Collective Worship; Child Protection and Safeguarding; Racial Equality; and Children Looked After policy.