



Inclusion Policy

As a community, we believe that all children are entitled to the same opportunities. In school, we encourage inclusive practice throughout. We promote personalised learning and our Core Values (Happiness, Confidence, Enthusiasm for Life, Love of Learning and Respect) to ensure that all children reach their full potential.

Aims and Objectives

The aim of this policy is to highlight good inclusive practice within school and ensure that children's individual needs do not become barriers for them to reach their full potential.

In order for children to make good progress, take responsibility and become valued members of the school community, we ensure that they:

- have access to a broad and balanced curriculum
- feel safe and secure within their environment
- are nurtured emotionally, mentally and socially
- feel valued and respected

Roles and Responsibilities

Teachers

Teachers monitor and evaluate pupil progress, academically and personally through termly meetings. Assessment informs planning within the curriculum and ensures an inclusive learning environment is available for all.

As teachers we:

- ensure that all children are taught to their 'stage not age' and are challenged in their learning
- ensure that children with specific needs have passports
- plan collaboratively for continuous provision in the shared/ outdoor environments
- identify specific needs and plan opportunities to nurture and develop the child as a whole
- utilise support staff to enable high quality provision both in and out of the classroom
- set targets based on specific needs
- develop positive attitudes towards learning
- work closely with parents to support their families

Support Staff

Support staff play an important role in the inclusion of children. They are encouraged to contribute to the provision for all children, both in and out of the classroom. The skills and knowledge that they have provide further opportunities for planning of appropriate interventions, timetables and targets.

Parents

Parents are valued members of our community. It is important that communication between parents and staff is effective from the beginning of their child's education right through to their transition to high school. Parents are encouraged to speak to their child's teacher should they have any concerns about their child's needs.

Children

Children are encouraged to have a positive attitude to their learning. A growth mindset is nurtured throughout their time at school. Individual needs are celebrated and the Core Values form an integral part of learning. Children are encouraged to develop positive relationships within the school.

Monitoring and Reviewing

To monitor and review effectiveness of inclusion within the school community:

- Termly reviews will be conducted by the Additional Needs Leader to monitor the progress and attainment of children on the additional needs register
- Half termly meetings will be held to update all staff of any relevant information about Additional Needs, to provide a consistent approach to overcoming barriers to learning.
- Communication with all staff regarding children's individual needs
- Regular meetings between the Specialist Provision Centre Manager and the Additional Needs Leader to review inclusive practice and discuss further strategies/procedures which will enhance inclusion further.
- Regular meetings with parents will take place, both formally and informally, to discuss their children's additional needs.

Sarah Brooks-Lund/Alison Brookes
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