



**CALMORE INFANT SCHOOL**

**INCLUSION POLICY**

**Written by: Mrs N Cowcher & Mrs. A. Weaver**

**Approved by: Governors**

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## CALMORE INFANT SCHOOL

### INCLUSION POLICY

#### **Rationale:**

Calmore Infant is an inclusive school. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

Personalised learning means that all children should be supported to make good progress and no child should be left behind. At every stage all children will have opportunities to grow and develop and their individual needs will be addressed.

The culture of personalised teaching and learning means that we will focus on every pupil, in every year group, not just those at the end of key stages and in the middle of the ability range.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, travellers, service families, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL) learners with 'special educational needs'
- learners who are disabled
- those who are working at Greater Depth or show a talent e.g. dance
- those who are 'looked after' by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

#### **SPECIFIC AIMS**

- Children to be participants in a learning community where they are valued equally, treated with respect and provided with equal opportunities within school;
- To recognise that for inclusion to take place successfully, attitudes must be positive and appropriate resources, training and support must be accessible.

The development and monitoring of the school's work on Inclusion will be undertaken by the Inclusion Manager in consultation with the Senior Leadership team and governors. The Inclusion Manager is Mrs Adele Weaver, who takes the lead role in relation to SEN and as a member of the SLT, reports regularly to the group on this area. The SEN/Inclusion Governor is Lief Kealy- Chaplin

## **GENERAL PRINCIPLES**

Our key principles are:

- **Valuing Diversity:** all children are educable and are the responsibility of the education service. They should be equally valued whether or not they have special educational needs. Children present a rich and diverse range of strengths and needs. Inclusion is most likely to be achieved when this diversity is recognised and regarded positively.
- **Entitlement:** children are entitled to receive, with a suitable peer group, a broad, balanced and relevant curriculum. Wherever possible, this should be within a mainstream school, recognising that appropriate support, advice and resources may be necessary to achieve this. Parents and young people are entitled to express a preference for where that education should take place.
- **Dignity:** all children and their parents are entitled to be treated with respect and to have their views taken into account. All arrangements should protect and enhance the dignity of those involved.
- **Individual needs:** the development of inclusive practice should not create situations within which the individual needs of children are left unmet. A range of flexible responses should be available to meet such needs and to accommodate their diversity.
- **Planning:** all educational and inter-agency planning should be based in inclusive principles. Inclusion requires ongoing strategic planning at both system and individual pupil level. Considerable effort is required to overcome the barriers to inclusion that exist.
- **Collective Responsibility:** the principle of inclusion extends into society as a whole. Within schools, LEA's and government departments, it should therefore be an issue for **all** staff rather than the exclusive responsibility of a particular group of individuals.
- **Professional development:** inclusion requires both extension of the application of existing skills and the development of new ones. All staff will need to feel supported through this process and have access to a range of advice and resources.
- **Equal opportunities:** there is a potential tension between an emphasis on those "standards" which lead to a placement in a hierarchy and the pursuit of inclusion. Whilst

the two are not incompatible, it is essential that the tension is recognised and that account is taken of all pupils' needs in planning educational development.

### **Arrangements for providing access to learning and the curriculum (see also Disability and Discrimination Action Plan and the Single Equalities Policy)**

- The school will ensure that every child will have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the unnecessary isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that extra- curricular activities are barrier free and promote inclusion.
- Children in need of nurture support will be assessed according to the Boxall Profile and might be offered a place in our Nurture Group if appropriate.

### **Admission arrangements**

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Admission to reception can be on a part-time basis for the first few weeks; however these arrangements can be flexible to cater for individual needs.
- Prior to starting school, parents/carers of children with additional needs or those with an Educational Health Care Plan pending, will be invited to discuss the provision that can be made to meet their identified needs.

### **Incorporating disability issues into the curriculum**

- The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from specific organisations on appropriate resources.
- The library resources are regularly reviewed to ensure they include books that reflect the range of 'special educational needs' issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of people with disabilities as they become available.

### **Provision for children who are identified as 'Talented'**

At Calmore our aim is to ensure that all higher attainers and talented children are appropriately challenged and supported, in order that they are able to fulfil their potential e.g. sports teams, dance classes

It is our intention to pursue these aims through the following objectives:

- Ensure that their needs are identified.
- Provide a broad and balanced curriculum.
- Give appropriate enrichment / extension work through questioning and differentiated or separate tasks or additional local cluster schools enrichment opportunities.

Opportunities to share their talent/ deeper understanding through becoming the expert in the class.

- Teach them to value others for their different skills and abilities.
- Give them support if their emotional and social development does not equal their intellectual development.

### **Dealing with complaints**

- If a parent/carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Inclusion Manager, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent/carer can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

