

Fairisle Infant and Nursery School



INCLUSION POLICY

Date policy reviewed: March 2022

To be reviewed again: March 2025

Ratified by Governing Body: 2/3/22

Signature: *A. Stephens*

FAIRISLE INFANT and NURSERY SCHOOL

INCLUSION POLICY

Fairisle Infant and Nursery School 'EXPECTS SUCCESS FOR ALL PUPILS'.

'All children have the right to an education.' RRSA Article 28

'Education must develop every child's personality, talents and abilities to the full....'
RRSA Article 29

'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.' RRSA 23

Fairisle Infant and Nursery School is an inclusive school where we focus on the well-being of every child and where all members of our community are of equal worth. All children share a common entitlement to a broad and balanced curriculum which meets their social and learning needs.

It involves all stakeholders in the school. Inclusion at Fairisle Infant and Nursery School is embedded in all of the opportunities we provide for our children and underpins all our policies.

When reading this policy reference should be made to our Local Offer, Curriculum Policies and the following:

- Curriculum and Learning Policy
- Special Educational Needs / Disabilities Policy
- Behaviour Policy
- Anti- Bullying Policy
- Equality Policy
- More Able children Policy
- English as an Additional Language Policy
- Medical Conditions Policy

Statement of Inclusion

Staff at Fairisle Infant and Nursery School are committed to the inclusion of all children irrespective of their gender, culture, ethnicity, faith, abilities, attainment and background.

Governors recognise and endorse Inclusion as a key value within the school. All children at Fairisle Infant and Nursery School are:

- provided with opportunities to access a broad, balanced and relevant curriculum, which is differentiated to meet individual needs
- provided with resources appropriate to their needs enabling them to make optimum progress through The Early Years Foundation Stage and Key Stage 1 of The National Curriculum

National Context

The Department for Education [DfE] Guidance states:

'Inclusion is about engendering a sense of community and belonging and encouraging mainstream and special schools [and others] to come together to support each other and pupils with special educational needs and / or disabilities.

Inclusive schools and local authorities have:

- An inclusive ethos
- A broad, balanced and creative curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

Special Educational Needs and/or Disability

The Equality Act 2010 sets out the legal obligations that schools, Early Years providers, post -16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They **must make** reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

The Children's and Families Act 2014 outlines the Code of Practice for children with Special Educational Needs/Disabilities and their families. Our aim is to ensure that children with SEND have access to appropriate provision to meet their needs, which includes support for their families.

The SEND Code of Practice 0-25 (2015) sets out the following key principles:

- A child or young person has Special Educational Needs [SEN] if they have a learning difficulty or a disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - > has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Features of our Inclusive Practice

We plan and provide appropriate opportunities for the effective inclusion of all our children who fall into these groups:

- Girls/boys

- Minority ethnic or faith groups; travellers, asylum seekers and refugees
- Pupils with special educational needs
- Pupils who are disabled
- Able pupils
- Children looked after by the local authority [CLA] See Appendix 1
- Children with long term absence due to illness
- Children who are subject to Child Protection or Child in Need plans
- Children who are at risk of disaffection and exclusion, young carers, sick children, children from families under stress
- Children with social, emotional and mental health (SEMH) needs
- Pupils with English as an Additional Language [EAL]
- Disadvantaged — closing the attainment gap

At Fairisle Infant and Nursery School there is:

- a welcoming atmosphere apparent on entry to the school as reflected by all members of the school team
- a climate of acceptance of all children, including those who have distinctive needs
- a high expectation of all children to make progress and respect their right to be the best they can be
- an embedded ethos of respecting the rights of each other as we are committed to being a Rights Respecting School
- widespread awareness among staff of the particular needs of pupils and an understanding of practical ways of meeting them in classrooms and elsewhere
- training opportunities embedded in the School Improvement Plan to ensure Staff are sufficiently skilled to meet the needs of children with special needs and/or specific disabilities
- effective differentiation of the curriculum to meet the needs of individual pupils
- opportunities for children to develop feelings of self-worth through regular celebrations of their achievements and efforts
- an active approach to the Personal and Social Development of all children through our Rights Respecting School ethos and Social, Emotional Aspects of Learning programme
- appropriate modification or variation of resources to allow children and adults with disabilities access
- adaptations to the building and grounds to allow wheelchair access
- a comprehensive Behaviour Policy which includes clear guidelines of Policy into Practice
- an established culture of including parents in their child's education by keeping them well informed about their child's progress and ways they can help at home
- comprehensive tracking systems of assessment, recording and reporting of pupil progress
- systematic transition procedures in place for all children moving from their current phase of education to the next

- an effective Induction Programme which welcomes and supports new adults and children to our school

Rules and Responsibilities

The Governing Body:

- Ensures all children are receiving their entitlement.
- Endorses the schools' policy on Inclusion and ensures procedures for effective inclusion are implemented.

The Head teacher:

- Implements the policy and its related procedures and strategies.
- Ensures all staff are committed to the policy and receive the appropriate training and support to put the policy into practice.
- Takes a leading role in monitoring inclusive practice throughout the school.

The Staff:

- Are committed to the policy and put in place procedures and strategies to ensure the effective inclusion of all children.
- Plan and differentiate lessons and/or programmes of work effectively to ensure that all children are able to access the curriculum and make progress.
- Have high expectations and aspirations for all children.
- Track individual progress regularly.
- Keep up to date with inclusion legislation by attending training or receiving support to cater for the needs of pupils with specific difficulties.
- Will inform parents of their children's progress.
- Work alongside external agencies to best support pupils with specific needs.

Parents:

- Are requested to keep staff informed of their child's medical and emotional needs.

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Children Looked After

Children and young people become "Looked After" if they have either been taken into care by the local authority, or have been accommodated by the local authority through a voluntary care arrangement.

Most Looked After Children will be living with foster parents, although a smaller number might be in children's residential units, living with a relative or be placed at home with their birth parents. Children are identified by means of the Child Transfer Form of Children's Services.

At Fairisle Infant and Nursery School the designated teacher for Children Looked After works in partnership with the head teacher to support the child's education and well-being.

The Designated Teacher:

- Attends relevant training for CLA
- Monitors the progress of CLA
- Acts as the key liaison professional for other agencies and individuals in relation to CLA
- Ensures that all CLA have an appropriate and up to date Personal Education Plan [PEP]
- Swiftly convenes a multi-agency meeting if the CLA is experiencing sudden significant difficulties or is at risk of exclusion
- Acts as the key advisor for staff and governors on issues relevant to CLA
- Contributes information to CLA reviews when required
- Encourages and promotes CLAs to join After School Clubs
- Ensures swift transfer of information when a CLA transfers into another educational placement

The Designated Teacher and Teachers:

- Have high expectations of the educational and personal achievements of CLA
- Keep appropriate records and makes these available to other professionals as required
- Ensure that the CLA has access to extra learning support, including support from the Emotional Literacy Support Assistant as necessary