



Onslow Infant School

Inclusion Policy

To be read in conjunction with the following documents:

- Learning and Teaching Policy
- SEN Information Report
- Equality Information and Objectives
- Accessibility Plan
- Staff Behaviour Policy (Code of Conduct)
- Child Protection and Safeguarding Policy

Policy Review

This Policy was adopted March 2023

The Policy was reviewed and adapted in May 2024

The Policy will be reviewed again in March 2027, or earlier if substantial changes arise

Our school motto is 'Nurturing Confidence, Curiosity and Creativity'. At Onslow Infant School we are committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs or disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and should be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Onslow Infant School is committed to inclusion. We aim to promote a sense of community and belonging so that children feel safe and supported at school. We will offer new opportunities to learners who may have experienced previous difficulties and we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We will actively plan for the provision and achievement of different groups of learners including:

- all genders
- learners with special educational needs (SEN)
- those who have been eligible for free school meals within the last six years
- learners who need support to learn English as an additional language (EAL)
- those who are more able
- learners who are disabled
- autumn, spring and summer born learners
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- those who are, or have previously been, looked after by the local authority
- adopted children
- those with a parent serving in the armed forces
- 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.

Through the implementation of our inclusion policy we aim to identify potential barriers to the learning of individual and groups of children and find ways to remove or reduce the impact of these in order to promote equality of opportunity and achievement. This policy is in keeping with the school's values, our Learning and Teaching Policy and our Equality Objectives. Further information on the school's implementation of this policy for children with special educational needs can be found in the school's SEN Information Report.

Objectives

In order to foster inclusion, Onslow Infant School will:

- Help each child to learn to appreciate and value their own strengths.
- Ensure equality of opportunity for all learners and to eliminate prejudice and discrimination against specific groups or individual learners.
- Ensure that pupils with SEN, disabilities and all other groups of learners are perceived positively by all members of the school community.
- Ensure the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014) is implemented effectively across the school.

- Continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- Provide full access to the curriculum through differentiated planning by class teachers and support staff as appropriate.
- Provide specific learning opportunities, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN.
- Ensure that inclusive provision is positively valued and remains one of our core aims.
- Seek to identify and work towards reducing the barriers to learning experienced by particular pupils or groups of pupils.
- Involve parents/carers at every stage in plans to meet their child's additional needs.
- Take account of pupils' wishes and involve pupils in decision making, whenever appropriate.

Roles and Responsibilities

The Governing Board will:

- Use their best endeavours to secure that the necessary provision is made for any pupil who has special educational needs or a disability.
- Designate a qualified teacher to be responsible for co-ordinating SEN provision (the SENCO) and ensure that they hold the National Award (or achieve this within 3 years).
- Ensure that the SENCO has sufficient time and resources to carry out the role.
- Nominate a member of the governing body to monitor the school's arrangements for meeting the needs of pupils with SEN or disabilities who should: meet regularly with the SENCO and if appropriate the Head Teacher; report on the outcomes of these meetings, or any other relevant information, to the governing body.
- Ensure that an SEN Information Report is published on the school's website and that procedures are in place to update this regularly.
- Ensure that the school is able to make arrangements for the admission of disabled children and ensure that reasonable adjustments are made, in preparation for admission and throughout their time at the school, to prevent disadvantage.
- Secure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special needs.
- Draw up and report annually to parents on their policy for pupils with special needs.
- Ensure that pupils with SEN join in the activities of the school together with pupils who do not have SEN, so far as that is reasonable, practical and compatible with the pupil, the efficient education of other children in the school and the efficient use of resources.

The Senior Leadership Team will:

- Model respectful interactions with all children demonstrating that they are all valued equally.
- Ensure that teachers set high expectations for every pupil, whatever their prior attainment or potential barriers to learning.
- Support teachers to identify potential areas of difficulty and address these.
- Monitor and evaluate the Inclusion Policy and how it is implemented across the school.
- Identify areas for staff development in order to ensure that the school's commitment to inclusion is upheld.

The SENCO will:

- Oversee the day to day operation of the school's Inclusion Policy.
- Prepare and update the school's SEN Information Report.
- Co-ordinate the provision for children with SEN.
- Ensure that relevant information regarding a child's additional needs is shared with all staff working with that child.
- Advise staff on the graduated approach to providing SEN support.
- Support staff in planning, delivering and evaluating provision to meet the needs of children with additional needs.
- Ensure parental involvement in decision making about pupils with SEN.
- Liaise with external agencies including LA support services, medical and social services.
- Liaise with other schools and special units/schools to support the transition of pupils.
- Organise relevant staff development programmes.
- Ensure that the school keeps the records of all pupils with SEN up to date.
- Arrange and chair annual reviews.

Class Teachers will:

- Use appropriate assessment to set targets which are deliberately ambitious.
- Closely monitor pupil progress and behaviour in order to identify when a child may have barriers to learning.
- Recognise when a child has a special educational need and liaise with the SENCO so that the 'assess, plan, do, review' cycle can be initiated as part of a graduated response.
- Write and review Student Support Plans (SSPs) when appropriate and ensure these are accessible to appropriate staff.
- Consult with parents.
- Plan opportunities to gather information from pupils with barriers to learning about their experiences at school and their aspirations in an appropriate manner.
- Liaise and review with staff providing specific support/intervention to ensure that this is effective and make any changes to the provision as required.
- Keep appropriate records and write reports when necessary.
- Attend review meetings.
- Liaise with external agencies when appropriate.
- Manage the work of Teaching Assistants on a day-to-day basis.
- Share key information with staff, parents and pupils at points of transition to support the process.
- Take reasonable measures to mediate for periods of absence by planning to cover some of the key material covered.

Teaching Assistants will:

- Work alongside the Class Teacher to implement the programmes of work devised by the class teacher using agreed strategies for supporting individual children and groups of children.
- Liaise with the Class Teacher and SENCO to provide information on pupil progress and behaviour.
- Keep records where appropriate.
- Access IPMs and provide information to support the review of targets/outcomes set.
- Liaise with outside agencies when appropriate.

Volunteer Helpers

Volunteer helpers may work with groups of individual children on specific tasks provided for them by the Class Teacher. They will not have access to SSPs or any other confidential information, but may be made aware of limited, relevant information about needs or strategies to enable them to better support an individual child or groups of children. Before sharing this information the importance of confidentiality will be stressed and the volunteer will be made aware of the need to treat all children equally and with respect.

Parents and Carers

Parental involvement is valued and encouraged in the education of all children. The Home-School Agreement asks parents to support the school in safeguarding the welfare of children and promoting respect for all. Parents and carers are asked to agree that they will inform the school of any issues that affect their child's learning, support their child in home learning opportunities and attend parent meetings/discussions. They should be involved at every stage in any plans made to meet a child's additional needs. If parents are concerned about their child they can make an appointment to see the Class Teacher, SENCO, or Head Teacher (as appropriate) at a time that is mutually acceptable to discuss their concerns.

Safeguarding

Safeguarding our children is a primary focus for Onslow Infant School and further information can be found in our Child Protection and Safeguarding Policy which is updated annually. Adults who work with children with SEN or disabilities should be aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right. Some children may be vulnerable because they:

- have additional communication needs
- do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care.

Evaluation

The effectiveness of the school's implementation of its Inclusion Policy is evaluated continually and the following indications are taken into account:

- Pupil achievements – EYFS, Phonics Screening Check, end of Key Stage 1 Assessments and teacher assessment data.
- Analysis of the achievement of specific groups including: pupils with SEN, those who meet the criteria for Pupil Premium, pupils with EAL and more able pupils.
- Quality of Learning and Teaching through triangulation of observation of lessons, monitoring of work in books and analysis of tracking data.
- Specific analysis of the achievement of pupils with SEN by stage of code of practice and by area of need.
- Feedback from pupils representing specific groups.
- Staff confidence, skills and ability to support children with SEN or additional needs.
- Feedback from parents and carers through questionnaires and during meetings.