



ELMTREE INFANT AND NURSERY SCHOOL

POLICY FOR INCLUSION

Rationale:

Elmtree School is committed to providing the best education to all children attending our school from the local environment and beyond. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they should be 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.

Elmtree School is committed to inclusion. The Annual School Improvement Plan aims to develop 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.

Elmtree School aims to develop teaching strategies that take account of children's 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 pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys.
- Minority ethnic and faith groups and travellers.
- Children with English as an additional language [EAL].
- Children with special educational needs. [SEN]
- Children who are disabled.
- Children who are more able and talented.
- Children who are 'looked after' by the local authority.

This policy describes the way in which Elmtree School and Nursery meets the needs of children who may at some time in their learning journey experience barriers to their learning. We aim to identify their needs and provide teaching and learning contexts which enable all children to reach their full potential. Please refer to the Equality Plan which includes provision for race, gender, disability and diversity within the school. Please see our behaviour policy for anti-bullying information.

Roles and Responsibilities:

The SENCO is responsible for developing effective ways of overcoming barriers to learning for all pupils through the analysis and assessment of needs. Class teachers and Key Workers are responsible for planning and delivering the curriculum for these children with the support of the SENCO.

The Headteacher is responsible for the recording and monitoring of safeguarding issues.

Objectives:

- To ensure equality of opportunity for all children and eliminate any prejudice or discrimination. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by teachers, support staff and Key Workers as appropriate.
- To ensure that inclusive provision is positively valued and accessed by all members of the school community.
- To ensure that we are able to meet the needs of all children at Elmtree School and Nursery. To involve children, wherever possible, in planning, setting targets and any decision making that affects them.

Practice:

Teaching and Learning

All children have access to a balanced and broadly based curriculum. No child is excluded from any learning activity due to his/her impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion. For example, children with additional needs may be withdrawn for specialist teaching, small group work or speech and language therapy. Sometimes children will receive extra support in their mainstream classes or the Nursery.

All members of staff work in a way to avoid the isolation of any child. They encourage integration and collaborative learning.

Differentiation takes a variety of forms in curriculum planning. Learning objectives are always identified and then activities may be adapted to suit the needs of every child allowing each child to meet the Learning Objective. Alternative methods of responding or recording may be planned if appropriate. These may include role play, taping, videoing, drawing and use of technology. Children with sensory or mobility impairments or those with specific learning difficulties may access the curriculum using specialist equipment.

The Staff

Elmtree School is committed to developing and continually improving the skills of all Elmtree staff. Staff attend a variety of courses related to inclusion issues. Every year there are training sessions to develop skills and knowledge so that children are appropriately supported across the school.

All teaching staff, teaching assistants and Nursery staff have some training in Cued Articulation and Makaton.

Pastoral and Behaviour Support

The School Improvement Plan regularly sets targets to improve behaviour and attendance. A School House System has been set up with representatives from each class in order to encourage children to contribute to school life and feel a greater shared responsibility.

The Parents, Community and Governors

The school is welcoming to all parents/carers, governors and all members of its local community and encourages active involvement in the school. In particular, Elmtree makes every attempt to increase parental involvement in school and Nursery. Examples can be seen in the School Plan every year.

Governors are encouraged to attend relevant staff meetings. They are invited to class assemblies, school and Nursery productions and given opportunities to observe regularly in the classrooms and Nursery. The children and staff visit local senior citizens at different times throughout the year and invite them to school functions.

English as an Additional Language (EAL)

Every effort is made to support those learning English as an additional language. Support is aimed at identifying and reducing barriers to learning and participation for all children. This is linked to the curriculum and is reflected in school and Nursery displays.

Access to the Environment

Elmtree School is built on 4 levels and as such would be unsuitable for children who rely on a wheelchair for mobility. Ramps are provided for disabled visitors so that access to the hall and Nursery is possible via the side doors.

- Children requiring equipment due to impairment are assessed in order to provide the necessary support.
- Low hand rails have been fixed on all stairways in the school, playground and next to all toilets for children with physical disabilities.
- Radio transmitters have been worn by staff for children with hearing impairments.

Admission Arrangements

At Elmtree we follow the LA/Governing Body Admission Policy.

For admission to the ARP see our ARP Policy.