



Heatherside Infant School – Inclusion Policy

POLICY TYPE	REVIEWED BY	APPROVED	REVIEW CYCLE	NEXT REVIEW
Curriculum	HT & FGB	Autumn 2021	3 Years	Autumn 2024

It is our policy that all children at Heatherside Infant School have the right:

- To be listened to and treated with respect.
- To feel pride in their learning
- To feel safe and secure in a respectful social environment and physical environment.
- To share the responsibility for the well-being and learning opportunities of each other.
- To participate in learning designed for individuals and the whole class.
- To be supported towards achieving a common set of learning goals and competencies.
- To have the opportunity to contribute ideas to the curriculum and the culture of the school.
- To have their learning assessed regularly and next steps clarified for them.
- To be given support by their families. The school will actively work with the family to give guidance and support where necessary.

The school community strives to remove any barriers which might exclude children from equal access to, participation in and outcomes of schooling based on language, culture, gender, physical, intellectual or emotional state, socio-economic status.

Resources adequate to the task of ensuring the true implementation of this policy are constantly sought. Should our resources be inadequate to support a child, we shall proceed with a referral to the relevant outside agencies for further support and resources.

Teaching strategies

The curriculum is designed to enable children to enter and engage at the point they feel confident. A differentiated curriculum allows for this.

Teachers use assessment for learning procedures and give regular feedback to children on how to make the next steps in their learning. A wide range of diagnostic procedures are in place and access to specialist support is available when necessary. (See SEN, EAL DDA policies)

The whole school focuses regularly on the value to society of diversity and the fundamental commonality of humanity. Buildings, grounds and equipment are regularly maintained and additional facilities sought to ensure access where necessary. The curriculum is devised as an

integrated programme emphasising the links between the areas of knowledge and skills, therefore developing a range of competencies seen as essential for life beyond infant school.

The curriculum attempts to draw upon the life experiences of the children. It aims to make explicit the contexts and purposes for learning activities so that children can understand what they are doing and why. Assessment records are kept and monitored throughout the school.

All children, no matter what age or experience, can show learning achievements on this continuum. Assessment is shared with children and parents so they can see where the learning is going. The curriculum is designed to be broad and balanced so that all children are involved in a stimulating programme of intellectual, linguistic, physical, artistic and social experience.

Children whose learning is a cause for concern are identified and referred to the SENCO for additional support or further assessment by outside agencies. This involves discussion with parents and teachers to ensure that correct support is available to meet the child's needs.

Support is provided by the class teacher, learning support assistant or special needs assistant. Children are provided with Individual Education Plans, shared with parents, in order to meet specific targets.

Diagnostic processes may involve contacts with the school nurse, educational psychologist, occupational therapist, speech and language therapist, English as an Additional Language service, Child and Mental Health service, behavioural support teams.

Specific technologies and funds to facilitate a child's learning participation can be sought.

Parents are welcome to request a copy of the document. Comments are most welcome.

Links to other policies including:

Special Educational Needs

Behaviour

Teaching and Learning Policy

Single Equality Scheme

Accessibility

Approved at FGB September 16th 2021