



St. John's Church of England Infant and Nursery School



Inclusion Policy

Statement of Intent

As a church school, everything we do is rooted in our Christian values. At St. John's we teach the children about these core values:

Love, respect, honesty, forgiveness, friendship, courage, cooperation, peace, perseverance, trust, patience and understanding.

This is reflected in all our relationships between staff, children, parents, governors and the local community. It is reflected in how we teach, what and how our pupils learn within and beyond the classroom.

These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.

Inclusion Policy	
Written by:	Arabella Mooney
Date:	January 2017
Approved by:	Development Committee
Date:	January 2017
Review frequency:	Annual
Target Audience:	All Stakeholders

The governing body shall conduct the school with a view to promoting high standards of educational achievement. St John's CE Nursery and Infant School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.



The named member of school staff responsible for this inclusion policy and its implementation is:

NAME: Arabella Mooney

ROLE: Inclusion Leader

This policy should be read in conjunction with the following policies: Special Educational Needs Policy, Behaviour Policy, Supporting Medical Conditions Policy, Teaching and Learning Policy, Curriculum Policies, Assessment Policy, Home Learning Policy, Behaviour Policy. It should also be read in conjunction with the school's Equality Plan, Accessibility Plan, SEN Information report and Pupil Premium Strategy.

1.INTRODUCTION

St John's Infant and Nursery School provides a broad and balanced curriculum and we have high expectations for all of our children. Using the National Curriculum as the starting point for planning, the teachers set suitable learning challenges to meet the children's diverse learning needs through a thematic, skills based curriculum. We value all children regardless of age, ethnicity, disability, gender, attainment or background and ensure that they are given opportunities to learn in a safe and caring environment.

2. AIMS AND OBJECTIVES

2.1 It is our aim to be a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality must be a reality for all of our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- Girls and boys
- Children receiving the Pupil Premium and Early Years Pupil Premium funding (including service children, free school meal children, ever 6 and ever 5 children)
- Children with special educational needs
- Children with disabilities
- Children with English as an additional language
- Black/mixed ethnicity
- Minority ethnic and faith groups
- Traveller children
- Looked after children
- Summer born children
- High achieving children (able, gifted and talented)
- Other vulnerable groups



2.2 Our thematic, skills based, curriculum is key to planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting appropriate learning challenges;
- allowing the children to choose their own level of learning, and take risks through practise, stretch and extend;
- responding to the diverse needs of the children;
- implementing target interventions;
- robust AFL to deliver personalised learning to meet individual needs
- implementing external advice to support individual's needs
- overcoming potential barriers to learning for individuals and groups of pupils;
- providing other curricular opportunities to meet the needs of individuals or groups of children (e.g. play therapy, PSHE support)
- providing a wide range of extra-curricular opportunities, and where necessary funding these, to enhance the opportunities and experiences for **all** pupils, e.g. violin lessons, drama club

2.3 We achieve educational inclusion by continually reviewing what we do, by asking ourselves these questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony, celebrating individual's heritage and preparing pupils to live in a diverse, British society.

3. TEACHING AND LEARNING STYLES

3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, we adapt programmes of learning from a previous phase delivered in age related interest level. This enables children to make progress within their own attainment level.

3.2 When the attainment of a child falls significantly below the expected level - using formative and standardised assessments - teachers enable the child to succeed by planning work that is in line with their child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage or extend the breadth of work within the area or areas for which the child demonstrates a particular aptitude.

3.4 Teaching and support staff are familiar with the equal opportunities legislation covering race, gender and disability.



3.5 Teachers and support staff ensure that all children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- Are able to wear clothing that is appropriate to their religious beliefs and participate in activities safely
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- participate fully regardless of disabilities or medical needs

4. GROUPS OF CHILDREN

Termly pupil progress meetings with the SLT and class teachers give the opportunity to identify strengths and weaknesses in achievement for individuals and groups. These meetings are an integral part of the assess, plan, do, review system for all groups within the school.

4.1 Girls and boys

Sometimes there are adjustments and provisions that are made and planned to suit the specific needs of groups of girls and boys within our school. Learning is adapted to suit the needs of each cohort, class or group and sometimes these may be particularly motivating and engaging for groups of girls or boys. Careful monitoring ensures that these do not alienate other children, or reinforce unwanted stereotypes. For example, all girl groupings for some children in maths to support the confidence, and risk taking, of specific groups of girls.

4.2 Children receiving the Pupil Premium and Early Years Pupil Premium funding (including service children, free school meal children, ever 6 and ever 5 children)

Children who receive Pupil Premium funding are supported in line with the school's Pupil Premium Strategy. The strategy enables school to plan how the money will be carefully spent to ensure good outcomes for these pupils, diminishing differences between the achievement of these and other pupils. Children are supported in a wide variety of ways depending on their individual profile. Wider needs are met through provision such as play therapy, extra-curricular clubs, additional tuition depending on individual requirements.

4.3 Children with special educational needs

At St John's we seek to raise the aspirations of and expectations for all pupils with SEN. We foster an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children. We provide high quality, inclusive provision that focuses on outcomes for our children, not just hours of provision and support. Please see the SEN policy for further information.

4.4 Children with disabilities

Sometimes children in St John's school have disabilities. We are committed to meeting the needs of these children as we are to meeting the needs of all groups of children within our school. St John's meets the requirements of the Equality Act 2010. All reasonable adjustments are made to ensure that these children are not placed at a disadvantage compared to non-disabled children.

The school is committed to providing an environment, within its resources and Health and Safety consideration, which allows disabled children full access to all areas of learning. The school's Accessibility Plan is reviewed on an annual basis to identify how we meet the needs of all our children and their families.

Teachers modify their learning and teaching expectations as appropriate for children with disabilities. For example, they may be given additional time to complete certain activities or modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers and support staff ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work or when, for example, using vision or hearing aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allows hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science and also to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities;
- takes account of pupils whose disabilities impact upon their behaviour and make reasonable adjustments to accommodate this.

4.5 Children with English as an additional language

Children with English as an additional language are identified on admission. They are then assessed against a five-point scale of reading writing and spoken language proficiency in line with statutory requirements (Spring 2017.) Provision is matched to any additional needs that these individuals, and their families, may have.



Additional languages of all children within our school are recorded and shared with staff so that children's languages are celebrated throughout our learning environment. Care is taken to ensure the families of children with English as an additional language have any adjustments made to the communication they receive from school. School actively encourage families' support in assisting pupils in acquiring greater skills in English, for example through pre-teaching of topic vocabulary.



4.6 Black/mixed ethnicity

At St John's we take the opportunity to celebrate the different ethnicities of all our families within the school community.

As part of our monitoring, we look closely at the achievement of this group, identifying shared strengths and weakness. Their achievement is compared to other groups, so that any areas of need are identified and differences are diminished.

We celebrate the heritage of all children within our school. Black history week forms part of our annual calendar, and we use this opportunity to explore key individuals within our society.

4.7 Minority ethnic and faith groups

Whilst St John's is a Church of England school, we ensure our children participate in a RE curriculum and learning that promotes tolerance and understanding of a wide range of faiths, and this reflects the varied make up of our school community.

As part of our monitoring, we look closely at the achievement of all minority ethnic groups, identifying shared strengths and weakness of specific groups over time. Each group's achievement is compared to other groups, so that any areas of need are identified and differences are diminished.

4.8 Traveller children

Traveller children are identified on admission. As part of our monitoring, we look closely at the achievement of traveller children identifying strengths and weakness. Their achievement is compared to other groups, so that any areas of need are identified and differences are diminished. School ensure children, and their families, have any required adjustments made to support this group of children in fulfilling their learning potential.

4.9 Looked after children

At St. John's there is a designated CLA (child looked after) teacher (Mrs Mooney, Inclusion Leader). Where we have looked after children in the school, the CLA teacher works with the Virtual School to ensure the children have all they need to support their learning. Their achievement is closely monitored, through regular Personal Educational Plan meetings (PEP), as well as through the school's timetabled monitoring and evaluation schedule. Additional funding for CLA children, received through Pupil Premium funding is carefully matched to needs to ensure it diminishes differences and has optimal impact on the children's achievement.

4.10 Summer born children

Children are all monitored in groups of the term they are born, with a specific focus on Summer born pupils. Provision is carefully mapped to aid individuals or groups who may need additional support in order to diminish differences. Class teachers. Subject leaders and the SLT look for patterns related to specific subject areas that these children and adapted teaching and learning accordingly.

4.11 High achieving children (able, gifted and talented)

Our high achieving children are identified in two ways:

- 1) Through exit data from Nursery or Reception,
- 2) Teacher identification and further discussion with Inclusion Leader (at any year group from Nursery to Year 2)

These children's progress is tracked carefully throughout the time they are at St John's, provision being adapted to ensure they keep making progress at their own high level.



These children, and if appropriate their specific area of strength, are identified on the provision maps. Class teachers plan learning that allows them to be challenged in all areas, and ensures that they continue to make progress in this area of strength. Teachers, subject leaders, and the SLT seek enrichment opportunities for these children, enabling pupils to develop further mastery of skills in these subjects.

4.12 Other vulnerable groups

In line with National, County and school priorities, when specific groups are identified as having particular needs they are monitored and provision matched to support individual and group needs.

5.DISAPPLICATON AND MODIFICATION

5.1 The school, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. St John's school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of planned learning or through the provision of additional learning resources. When necessary, we also support learning through the involvement of appropriate external specialists. In such cases, teachers work closely with them in order to support the child.

5.2 In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. This would only be undertaken following detailed consultation with parents/carers. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

6.INCLUSION AND RACISM

6.1 The diversity of the society in which our children are living, is addressed through the planned schemes of work (Jigsaw), our Values education and through wider opportunities within our school.

Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the Governing Body by the Head Teacher. The school contacts parents of those pupils involved in racist incidents.

7.PARENTAL INVOLVEMENT

7.1 At St John's Infant and Nursery School we work very closely with parents and carers to ensure that all children reach their full potential and have their input into how we meet their needs. Parents can meet with their class teacher, Inclusion Leader or Head Teacher, by appointment, to discuss any aspect of their child's needs.

Parent views and contributions are gathered in many ways including:

- Parent consultations
- Open evenings



- Parent workshops
- Parent coffee mornings
- Parent questionnaires
- Ofsted Parent View
- Assess, plan, do, review meetings
- Daily meet and greet
- Families First Early Help Module
- CAF/TAF meetings
- Professionals and parent's meetings
- EHC plan meetings
- Learning Journal parent comments and contributions