



BIDBURY INFANT SCHOOL

Board of Governors

POLICY FOR INCLUSION

Aims

At Bidbury Infant School we aim to:-

- Promote a learning community where all are valued; member's needs are met and personal strengths are recognised
- Encourage full participation of all members of our school in its inclusive culture
- Value external contributions in supporting the needs of all members of our school
- Recognise the achievements of all
- Overcome potential barriers to the development of individuals and groups (see appendix 1)

Principles into practice

Inclusive principles highlight the importance of meeting the individual needs of all members of the school community. Inclusion is a process in which pupils, parents or carers, teachers and other agencies work together in partnership to develop the application of its principles.

We will:-

Seek a greater understanding of inclusive education

- Promote a wider understanding of equality issues
- Promote definitions of achievement to which all learners can realistically aspire
- Ensure that the language and images used to describe all groups identified above provide positive role models

Value diversity

- Ensure everyone is equally valued: children present a rich and diverse range of strengths and needs; inclusion is most likely to be achieved when this diversity is recognised and regarded positively.

Ensure entitlement

- Ensure that all children will receive a broad and balanced and relevant curriculum

Enable access to all

- Continue to review the implementation of the Single Equalities Scheme
- Ensure accessible and appropriately presented information as required by individuals
- Ensure that we provide appropriate teaching methods which recognise a range of learning styles, providing training and support where necessary
- Keep the admissions policy under regular review to ensure that a disability experienced by a child is not grounds for refusing admission (see appendix 2 DDA)

Recognise individual needs

- Endeavour to ensure that our inclusive practice prevents the occurrence of situations within which the individual needs of children remain unmet
- Respond with flexibility to meet such needs and to accommodate their diversity

Ensure early identification, assessment and review of the needs of all children

- Provide flexible and prompt arrangements for identifying, reviewing and providing for all pupils' needs – whether temporary (setbacks or difficulties), long term needs or serious incident or illness
- Empower children by developing their communication skills and operating democratic forums so that their views, feeling and concerns may be heard
- Maintain confidential, reliable and effective practices for communicating up-to-date information about children's needs
- Enable smooth transition from pre-school to Year R, Foundation Stage to Key Stage 1 and from Key Stage 1 to Key Stage 2, ensuring effective transfer of information and understanding of children's needs

Ensure planning reflects our attempts to overcome barriers to inclusion

- Ensure long, medium and short term planning demonstrates ample opportunities for support and extension to meet the learning needs of all children
- Guarantee that all levels of planning reflect a commitment to providing opportunities for children to experience a broad range of cultures and perspectives as part of their day to day education

Ensure the effective use of resources toward achieving inclusion

- Recognise that effective resourcing is key to the confidence with which staff feel able to pursue the principles of inclusion
- Channel resources towards prevention and early intervention
- Monitor the effective and efficient use of the school's budgets for inclusion (especially for SEN)
- Seek efficient use of resources through close partnership working

Enable professional development to support the objective of inclusion

- Provide opportunities for the extension and application of the existing skills of all staff
- Provide for the development of new skills to meet the needs of an inclusive school
- Recognise that all staff need the support of advice, resources and training in developing the confidence and skills to provide an inclusive education

Promote partnership and liaison with parents/carers, outside agencies and other stakeholders

- Provide regular opportunities for parents/carers to discuss the needs of their child
- Ensure the involvement of parents and carers in discussion with other agencies relating to their children (see SEND policy)
- Ensure open and honest engagement with agencies which support inclusion (e.g., Locality Team, EOTAS, Social Services, Child and Family Therapy, Primary health workers, Behaviour Support Service, EMTAS)
- Seek to contribute to and help promote effective multi-agency working using the use of Common Assessment Framework when appropriate

Monitoring and review

- Track progress of children to ensure that all groups are successfully supported
- Employ effective tracking mechanisms to identify and tackle potential underachievement
- Ensure that assessment and monitoring procedures are carried out in such a way that they do not disadvantage any individuals (e.g., assessment in home language, use of alternative assessment scales such as "P" Levels)
- Ensure sufficient disagreement resolution services are continually accessible

This policy is to be read in conjunction with all policies but particularly:

The Single Equality Scheme.
Equalities Policy
School Equalities Policy
Race Equality Policy
SEN Policy
Able Child Policy
Behaviour and Bullying Policy
Exclusion Policy

Signed

Date

Chair of Governors

Reviewed May 2009 May 2014 May 2017
Next review – May 2021

Appendix 1

Who does it apply to?

All members of the school community, including, in specific instances:

- Males and females where there are gender issues
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Those who need support to learn English as an additional language
- Those with special educational needs
- Those with physical disabilities
- The most able and exceptionally able
- Looked after children (those in public care)
- Others such as sick children, young carers, children from families under stress,
- Children from non-traditional families and those at risk of disaffection and exclusion
- Children whose families may be seriously disadvantaged by poverty

Appendix 2

The Disability Discrimination Act in Schools

As a major part of Equal Opportunities legislation the disability Discrimination Act (1999) in schools means that it is unlawful to discriminate against a disabled person for a reason connected with their disability. Discrimination occurs when any person in or connected with the school is treated less favourably than someone else.

For all schools the areas of the Act that are most relevant are related to employment, the provision of services through education to children and their parents/carers, and the school's use as a community building. Schools must also make "reasonable adjustments" to recruitment practices, to policies and procedures and to buildings to ensure that they do not discriminate in the way they are implemented. To ensure full access to the services offered schools must also provide auxiliary aids, e.g., information in different formats if the communication need of the parent/carer or the child requires this.

Where physical barriers prevent people from accessing the services of the school the service should be provided by another reasonable means. From 2004 steps have needed to be taken to remove physical barriers to education in all schools.

This school is fully committed to the above statement and will make all reasonable arrangements to provide inclusive education and services for all those involved with the school.