

Bromley Heath Infant School Inclusion Policy

Author/Person Responsible	Tina Long
Date of Ratification	March 19
Review Group	Curriculum Committee
Ratification Group	As above
Review Frequency	Every 2 years
Review Date	March 2021
Previous Review Amendments/Notes	<i>Nov 2012 Nov 2013 Jan 2015 Jan 2017</i>
Related Policies	SEND Policy
Chair of Curriculum Committee Signature	
Signed _____	

INCLUSION POLICY

Rationale

Our school is committed to providing high quality education to every child. We believe that all children have a common entitlement to an accessible, broad and balanced academic and social curriculum and that they should be fully included in all aspects of school life.

Aims and objectives

Our school aims to be an inclusive school, providing equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We consider the needs of the whole child and recognise that many pupils, at some time in their school career, may experience difficulties which affect their learning. We aim to recognise these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We consider the needs of groups of learners such as:

- gender
- minority ethnic and faith groups
- children who need support to learn English as an additional language (EAL)
- children with special educational needs
- children with a disability or medical needs
- gifted and talented children
- looked after or previously looked after children
- children eligible for Pupil Premium funding
- vulnerable groups

We recognise that inclusion is an on-going process that celebrates diversity, recognises individuality and involves the early identification and minimising of barriers to learning for all of our pupils.

Inclusive provision

Our aim to be an inclusive school permeates every area of our provision. Examples of how we strive to achieve this include:

- Creating a learning environment where all children feel safe and secure enough to make "happy mistakes" in their learning. Teachers encourage children to all fully participate, letting them know that their contribution is valued and their individuality is recognised.
- Providing a curriculum which is broad, diverse and engaging. Our curriculum also includes regular enrichment opportunities across the school, as well as in partnership with Bromley Heath Junior School and also with the wider community. The delivery of our curriculum includes materials which reflect a range of social and cultural backgrounds.
- Having high expectations and aspirations for all learners.
- A graduated approach to meeting pupils' needs through our Assess, Plan, Do, Review cycle, as outlined in the SEND Code of Practice: 0 – 25 years. This cycle begins with clear assessment for all pupils across all year groups. This process is rigorously monitored through regular Pupil Progress meetings as well as SEND surgeries. Assessment is key to recognising any gaps in learning, as well as early identification of barriers to learning. Once barriers have been identified teachers then work to plan effective strategies to improve outcomes for pupils. This could be achieved through making integral reasonable adjustments to their high quality teaching or through more specific or bespoke interventions. Interventions or adjustments will then be evaluated to see whether outcomes have been improved or the cycle needs to begin again. Our graduated approach to meeting the needs of all of the children underpin our inclusive ethos. Please see our SEND policy for more details.

- Access to outside agencies and advise when required, such as Speech and Language Therapists, Inclusion Support Services and Educational Psychologists. This will be in conjunction with parents, who will have given their consent in line with our data protection policy.
- Making reasonable adjustments to or withdrawing pupils from national standardised tests when appropriate. This would be carried out after detailed consultation with parents, the Local Authority and statutory guidelines.
- Children with medical needs are fully supported in our school so that they have full access to all aspects of school life. This will include further training for staff when appropriate. More details can be found in our Supporting Pupils with Medical Needs policy.
- Carefully thought - out plans for transition between year groups, key stages or specialist settings where appropriate, to ensure continuity of provision and to share best practice for meeting the needs of all children.

Summary

In our school the teaching and learning, outcomes, attitudes and well-being of every child is at the heart of everything we do. We endeavour to provide a safe, secure, stimulating and supportive atmosphere in which every child can feel valued and is able to reach their full potential.

This policy was adopted by the Governing Body in March 2019. And will be reviewed annually.

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