

# SHELTON INFANT SCHOOL

## INCLUSION POLICY

**Shelton Infant School values the abilities and achievements of all its pupils, and is committed to providing each pupil with the best possible environment for learning. We want all children to Aim High, Achieve Well and Have Fun!**

### Introduction

At Shelton Infant and Nursery School we aim to be an inclusive school by giving all children every opportunity to achieve their full potential, regardless of age, gender, ethnicity, attainment or background.

We acknowledge the key principles of Inclusion:

- **Valuing diversity:** All children are equally valued. They present a rich and diverse range of strengths and needs which is recognised and regarded positively.
- **Entitlement:** All children are entitled to receive a broad, balanced and relevant curriculum with appropriate support, advice and resources.
- **Participation:** All children and their parents are treated with respect and are actively encouraged to make their views known so that they can be taken into account.
- **Individual needs:** A range of flexible responses is used to meet the needs of individual children and to accommodate their diversity (including advice from other agencies as appropriated) including inter-agency planning.
- **Collective responsibility:** It is the responsibility of all staff.
- **Professional development:** Inclusion requires the application of existing skills and the development of new ones. All staff have access to a range of appropriate courses, advice and resources.
- **Equal opportunities:** All pupils' needs are recognised in planning educational development.

### Aims and Objectives

An inclusive education that values diversity and meets a wide range of needs improves the achievements of all children. Everybody is unique in terms of characteristics, interests, abilities, motivation and learning needs and these wide diversities are taken into account.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups. We do this through:

- setting suitable learning challenges for all groups of pupils
- responding to the diverse learning needs of all pupils
- removing potential barriers to learning and assessment for individuals and groups of pupils
- providing curricular opportunities outside of the National Curriculum to meet the needs of individual pupils, including speech and language therapy sessions

Leaders and staff will continually review the inclusive education we provide through the analysis and comparison of achievement for different groups of pupils and through review of the strategies in place to support pupils who may not be achieving their best.

## Teaching and Learning

Shelton Infant and Nursery School aims to give all children the opportunity to succeed. Teachers ensure they take into account the abilities of all their children when planning lessons.

In some cases, when the attainment of a child falls significantly below the expected level, teachers will plan and provide personalised curriculums based on the Early Years Foundation Stage Framework or the National Curriculum. This ensures work is provided inline with that of a child's individual need.

Teachers are familiar with the relevant equal opportunities' legislation covering race, gender and disability.

Teachers ensure that 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;
- participate safely in clothing that is appropriate to their religious beliefs;
- 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;
- are encouraged to participate fully, regardless of disabilities or medical needs.

## Children with Disabilities

Some children in our school have disabilities and may need access to additional resources. Our school is committed to providing an environment that allows children with disabilities to have full access to all areas of learning.

Teachers modify teaching and learning as appropriate. For example, a child with a disability may need additional time to complete some tasks and activities. Teachers also plan opportunities for children with disabilities to develop skills in practical aspects of the curriculum.

When providing work for children with disabilities, teachers:

- take into account the pace of their learning and the equipment they use such as hearing or vision aids
- take into account the effort and concentration needed in oral work or when using different communication aids
- adapt work or offers alternative activities which allow children access the learning objective
- provide opportunities for educational visits
- use approaches and resources for children with visual impairments or hearing impairments to engage in all areas of the curriculum
- use assessment techniques that reflect their individual needs and abilities

## Summary

The teaching and learning, achievements and attitudes and well-being of every child are important. We promote a whole school ethos that values all children and their families, through:

- Fostering a climate that supports flexible and creative responses to individual needs.
- Recognising inclusion as part of the school's equal opportunities policy with clear arrangements for implementation, funding and monitoring.
- Ensuring that all school developments and policies take account of inclusive principles.
- Ensuring that the admission of pupils with special educational needs is handled positively and sensitively. All parents and children should be made to feel welcome.
- Striving to ensure that appropriate assessment and support arrangements are in place (including appropriately trained staff), both within the school and from external agencies, so that children's needs are properly addressed.
- Working collaboratively with local authority officers and other local agencies to identify any existing barriers to inclusion and consider how these may best be overcome.
- Recognising that inclusion is the responsibility of all school staff who are consulted and involved in developments.
- Enabling all staff to have access to suitable professional development opportunities to support the development of inclusive practice.

This policy was reviewed and updated on March 2024

Ratified by Governors: 25.3.24

Review date: March 2025

