

CASSIOBURY INFANT & NURSERY SCHOOL

INCLUSION POLICY

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INTRODUCTION

At Cassiobury Infant and Nursery School we are committed to offering a broad and balanced curriculum built on the National Curriculum, Early Years Foundation Stage (EYFS) and SEND Code of Practice (0-25) which includes opportunities for Social, Moral, Spiritual and Community understanding whilst recognising the importance of educating the whole child. We enable pupils to meet their full potential through Quality First Teaching, appropriate resourcing and working with external professionals where necessary.

AIMS and OBJECTIVES

Our school aims to be an Inclusive School, providing equal opportunities for all members of our community irrespective of gender, religion, disability race or cultural background and this diversity is valued as a resource from which we all benefit. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We closely track progress and attainment for all groups in our school:

- Girls and Boys
- Minority ethnic and faith groups
- Pupils with English as an additional language
- Children with Special Educational Needs
- Pupils who are More Able in a particular area of learning
- Vulnerable children and Young Carers
- Children Looked After and Post Looked After
- Any children who are at risk of disaffection or exclusion
- Traveller children
- Pupil Premium

We plan lessons that meet the specific needs of individuals and groups of children through:

- Setting suitable learning challenges;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Working closely with outside professionals as listed below

SCHOOL ARRANGEMENTS

ROLE OF THE INCLUSION MANAGER

The Headteacher, Governors, Senior Leadership Team (SLT), including the Inclusion Manager (INCo) are responsible for the inclusive provision in the school. The Inclusion Manager will:

- Monitor the Inclusion Policy and reporting annually to the governing body on its effectiveness.
- Monitor the progress and attainment of identified vulnerable groups termly through pupil progress meetings and use the analysis to inform provision
- Identify barriers to learning and support teachers and support staff to ensure there are appropriate strategies and resources to support children
- Organise interventions and appropriate resources
- Manage Inclusion Staff and conduct Appraisals
- Liaise with Outside Agencies and Local Schools including Cassiobury Junior School
- Liaise with parents
- Share inclusive expertise and encouraging professional development of teachers and support staff.

INCLUSIVE PROVISION

Teachers strive to make the curriculum accessible and inclusive, differentiating work to take account of individual learning styles and abilities. The INCo monitors and organises the additional classroom support to meet the needs of SEN, EAL and More Able children on Provision Registers. Support is provided by Teachers and Support Staff and overseen by the InCo.

Support is targeted at children with Education Health and Care Plans and small groups of children or individuals who need support with the curriculum, physical skills, speech and language skills, behaviour and English as an additional language.

Inclusion is supported by actively involving children in pupil voice through Circle Time, School Council, Assembly and links with PSHE. We embed a sense of community and belonging through our Golden Rules and School Council.

We invite parents and members of the local community to share their skills and interests by participating in focus weeks and assemblies, and supporting within the indoor and outdoor school environment.

The school's House Point reward system, Star of the Week assemblies and termly Learning Power Trophies contribute to raising the self esteem and motivation of all pupils.

The school staff liaise with Pre-schools, and with other schools as necessary to gain information about children in order to enable as smooth a transfer as possible. Class teachers and INCo liaise closely with class teachers and the SENCo at the Junior school, particularly in the Summer term.

Racist and bullying incidents are recorded by the Headteacher. The school contacts parents of pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy and Behaviour Policy. Teachers are familiar with the Equal Opportunity legislation covering race, gender and disability.

SPECIAL PROVISION

The following provision is provided by the school:

- A medical room
- A toilet for the disabled
- Small group rooms designated for Inclusion
- Wheelchair access via a ramp to the front office and classrooms and Nursery
- Information in different formats
- All staff attend a range of courses and INSET to extend their knowledge of inclusive practices
- The school has an INCo who coordinates SEND/More Able provision within the school
- Intervention programmes in EYFS and KS1

EXTERNAL SUPPORT

The school works in partnership with Outside Agencies including:

- Educational Psychologist
- Integrated Services for Learning
- Speech and Language Therapists
- Chessbrook Advisory Service
- Colnbrook MLD Outreach teachers
- Local Cluster group
- SEND Advisory Teachers
- Social Services
- Family Support Worker
- School Health
- Children and Adolescent Mental Health Services

PARENT PARTNERSHIP

We work collaboratively with parents as partners in the education of their children. Parents are encouraged to liaise with staff regarding their child's progress. Parents and Carers collaborate with teachers on children's next steps. The school has an "open door" policy and parents are encouraged to speak with the class teacher, INCo and Head Teacher if they have any concerns regarding inclusive educational provision.

DISAPPLICATION AND MODIFICATION

The school can, where necessary, modify or disapply the National Curriculum and assessment arrangements. The school policy is to do this only in exceptional circumstances after detailed consultation with parents and the Local Authority. The school's governor with responsibility for SEND would be closely involved in this process. The school would make sure that every effort had been made to provide the necessary support from within the school's resources before considering such action. Should we go ahead with modification or dis-application we would do so through: Section 364 and Section 365 of the Education Act (1996).

B Sparrow

May 2020