

**Grange Park Infant and Nursery School**

**Inclusion Policy 2018-2019**

| <b>Date</b>           | <b>Review Date</b>    | <b>Coordinator</b>  | <b>Nominated Governor</b>   |
|-----------------------|-----------------------|---------------------|-----------------------------|
| <b>September 2018</b> | <b>September 2019</b> | <b>R Commerford</b> | <b>Curriculum Committee</b> |

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2002

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

All children have a human right to be educated with their peer group. At Grange Park Infant and Nursery School, we are fully committed to promoting inclusion of all children, whatever their age, ability, gender, race or background. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school is important.

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and to ensure they achieve their full potential. All pupils should have the opportunity to join fully with their peers in the curriculum and the life of the school. We aim to pay particular attention to the provision for, and the achievement of, 'different groups' within the school, providing extra resources and support, where possible.

At Grange Park Infant and Nursery School, we are fully committed to inclusion; however, we are aware that, in exceptional circumstances, the needs of the individual child might not be met immediately because there has been a unpredicted change in the child's personal circumstances, behaviour, physical and emotional health. We will strive to put into place the necessary resources as soon as possible.

If a child is unable to adhere to the school's Behaviour Policy, then in extreme cases a child will be excluded in the best interests of the other children in the school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- From both sexes;
- Who have Special Educational Needs;
- Who are looked after;
- From minority faiths, ethnicities, travellers, asylum seekers, refugees;
- Who are gifted and talented;
- Who are at risk of disaffection;
- Who are young carers;

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- Who are sick;
- Who have behavioural, emotional and social needs;
- From families who are under stress

We aim to provide a happy, healthy and safe school by providing high quality pastoral care, support and guidance by listening to the concerns of children and parents

We want all our pupils to feel valued, secure and to be given opportunities to learn by providing a differentiated curriculum that caters for the needs of all pupils.

We aim to ensure that all pupils have access to all the school's resources and that they have the opportunity to experience success, are treated fairly and that their individual needs are met.

We believe we have a duty to bring together and include all groups within the school and the local community and to invite them to use the school facilities for additional learning opportunities.

## **Roles and Responsibilities**

### **Role of the Governing Body and staff personnel**

At Grange Park Infant and Nursery School, Governors and staff have a responsibility to promote inclusion. It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.

All children have a right to respect and individual help from their teachers and other staff. All children should have access to all aspects of the Curriculum.

The well-being of all children is fostered, and children are given extra support when experiencing difficulties

The Governing Body has:

- appointed a member of staff to be responsible for Inclusion;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel, pupils, parents and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring the following policies are in place, kept up to date and effectively implemented:
  - Disability Equality Scheme
  - Special Educational Needs
  - Equal Opportunities

### **Admissions Policy**

All applications for places at Grange Park Infant and Nursery School will be treated fairly.

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No child will be refused a place in the school because of their special need, disability, race, gender or background.

We value the importance of effective induction procedures with pre-school visits, parents meetings and review of previous records. If the school is aware of Special Educational Needs

Before a child starts school, Grange Park Infant and Nursery School will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the child. Where resources are available, every effort will be made to support a child who has Special Educational Needs.

At Grange Park Infant and Nursery School every effort will be made to provide support for those families from the ethnic minorities, especially those who speak English as an additional language or which have come into the country recently. Assistance will be sought from EMAG/ bi-lingual teachers/teaching assistants if translation is necessary.

### **Monitoring**

We have a continuous assessment of pupils to ensure they are achieving as much as they can and deriving the maximum benefit (according to their individual needs) from what the school provides.

All Reception pupils are assessed on entry using Baseline Test. Children transferring from other schools are assessed using the Foundation Stage or Key Stage 1 Profile. These assessments are used to inform the school of any diverse needs the child might have.

To monitor progress and attainment, the pupils take part in the schools on going assessment procedures depending which year group and term they enter the school.

Please see the school's Assessment Schedule.

### **Year 2 and Year End of SATs Assessments**

SATs results undergo detailed analysis to identify individual children who are under-achieving and the overall attainment of the diverse groups within the school. This information is used to enable the school to target extra support to individuals and groups of pupil.

The general ethos throughout the school, including the attitude towards pupils in different groups, is monitored on a daily basis by the Head Teacher/Senior Management Team.

Records are kept of any incidents of a serious nature, including racial incidents, and copies are sent to the LEA.

The attendance of pupils is monitored constantly by the school administrative staff and the result of any monitoring is shared with the Head Teacher and the Governing Body. The Education Welfare Officer is alerted if attendance becomes a cause for concern below our agreed target.

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### **Disaffected Pupils**

At Grange Park Infant and Nursery School, every effort is made to provide early intervention and support for those pupils who are disaffected or at risk of exclusion as a result of inappropriate behaviour.

The Learning Mentor, Family Support Worker and SENDco will help to implement and devise Behaviour Management Programmes, at the same time seeking the help and support of parents before any action is taken. Exclusion will be implemented only in extreme circumstances.

### **Partnership with Parents**

Grange Park Infant and Nursery School recognises the impact parenting has on a child's development throughout school life.

We value the positive role and contribution parents can make to their child's education. We work in partnership with parents, ensuring mutual trust and respect.

At Grange Park Infant and Nursery School, parents are encouraged to visit the school to discuss concerns with the class teacher or Head Teacher.

|                                 |           |              |                |
|---------------------------------|-----------|--------------|----------------|
| <b>Headteacher:</b>             | K Thapar  | <b>Date:</b> | September 2018 |
| <b>Chair of Governing Body:</b> | Dr Rahanu | <b>Date:</b> | September 2018 |