

Inclusion Policy



We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

This policy helps to ensure that this setting promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims and Objectives

We aim to be an inclusive setting. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our setting including girls and boys, minority ethnic and faith groups, children who need support to learn English as an additional language, children with special educational needs, able, gifted and talented children, children who are at risk of disaffection or exclusion, travellers, asylum seekers.

The Early Years Foundation Stage Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs 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;
- providing a range of curricular opportunities to meet the needs of individuals or groups of children. (This includes speech and language therapy)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Teaching and Learning Style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress.

Teachers/staff use this information when planning their lessons. It enables them to take into account the abilities of all their children.

When the attainment of a child falls significantly below the expected level, teachers/staff enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers/staff extend the breadth of work within the area or areas for which the child shows particular aptitude.

All staff are familiar with the equal opportunities legislation covering race, gender and disability.

Teachers and staff ensure that all 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;
- participate fully, regardless of disabilities or medical needs.

Children with Additional Needs

Some children in our setting have additional needs. We are as committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our setting. The setting fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002 and the Equality Act 2010 which has superseded it. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The setting is committed to providing an environment that allows children with additional needs full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our setting also allow wheelchair access.

Teachers and staff modify teaching and learning expectations as appropriate for children with additional needs.

Teachers and staff ensure that the work undertaken by children with additional needs:

- takes account of their pace of learning and the equipment they use;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities;
- uses assessment techniques that reflect their individual needs and abilities.

Summary

In our setting we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Monitoring and review

This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

Signed on behalf of Brougham Street Nursery School: Headteacher

Chair of Governors

Review Date: October 2023