



Hasland Infant & Nursery School

Inclusion Policy

Reviewed By	Charlotte Lavender
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Date Reviewed	September 2025
Next Review Date	September 2028

Inclusion Policy

At our school everyone is welcome and everyone belongs

At Hasland Infant and Nursery School we are an inclusive school where we focus on the well-being and progress of **every** child and where all members of our community are of equal worth. All of our children share an entitlement to high quality education through a vibrant and creative curriculum which meets their social, emotional and learning needs.

We recognise that inclusion in education is a vital aspect of inclusion in society and education is part of, not separate from, the rest of a child's life. All children should have an equal expectation of having the widest possible opportunities for self-fulfilment.

Inclusion underpins all of our school policies. We see inclusion in the widest sense which incorporates children, parents, carers and staff. We believe that inclusion is about equal opportunities for all, whatever their age, gender, ethnicity, impairment, attainment and background. It includes individuals with special educational needs and/or a disability (SEND). It also includes, but is not limited to, children who are not considered to have special educational needs (SEN) but the following may impact on their progress and attainment:

- Attendance and Punctuality
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child or previously Looked After Child
- Being a child of a Serviceman/woman
- Those with specific medical needs
- Those suffering from low self-esteem or experiencing mental health difficulties
- Those who have Social Care or Early Help involvement
- Those who are young carers or in families under stress
- Any child who is at risk of exclusion

Our Mission Statement is to 'Be the Best You Can Be'

Therefore, the aims of this policy are:

- To create a safe, calm, stimulating and achieving environment, that challenges and responds to all individual needs;
- To establish a community in which we are all valued;
- To promote respectful, compassionate and inclusive attitudes;
- To develop independence, self-esteem, confidence and a love for learning;
- To ensure that all children have full access to a high-quality education through a vibrant and creative curriculum;
- To be committed to working closely with parents/carers, ensuring that they are involved in decisions that affect their child's education and care;

Principles of Inclusive Practice

- **High Expectations:** We set ambitious goals for all children and provide the support needed to achieve them.
- **Personalised Learning:** When appropriate, teaching is adapted to meet the diverse needs of learners.
- **Early Identification:** We identify needs early and intervene promptly. This is through assessment and monitoring of progress and shared communication with staff, parents and agencies.
- **Collaborative Working:** We work closely with parents, carers, and external agencies. We develop a partnership with parents and carers, consulting and involving them through: informal conversations, parent's consultation meetings and review meetings. We work with a full range of support services and external agencies including the Educational Psychologist, The Inclusion support service and Speech and Language Therapists.
- **Child-Centred Approach:** The voice of the child is central to our planning and provision.

Implementation

- **Curriculum Access:** All pupils access a broad and balanced curriculum, differentiated to meet individual needs. Wherever possible, children work alongside their peers within the same learning environment, but sometimes it may be more appropriate for them to work individually or in a smaller group. We make sure learning is appropriate for each individual child.
- **Support Structures:** Use of SENDCO, support staff, and intervention groups to provide targeted help. Discussions with the headteacher and SLT during half termly pupil progress meetings ensures that the needs of all children are met. We prioritise the emotional needs of our children as we know that a nurturing environment helps children to feel safe, valued and understood. When children feel emotionally secure, they are more engaged in their learning.
- **Staff Training:** Ongoing professional development in inclusive teaching strategies.
- **Monitoring and Evaluation:** Regular review of pupil progress and inclusion practices by SLT.

Specific roles in school:

- Designated Safeguarding Lead (DSL): Mrs C Lavender
- Deputy Designated Safeguarding Leads: Mrs F Oliver and Mrs A Daykin
- Designated Safeguarding Governors: Mrs K Rowley
- Special Educational Needs Co-Ordinator (SENDCO): Miss R Power
- SEN Governor: Ms Penny Amott
- Designated Teacher of Looked after Children: Mrs C Lavender
- Designated Support for Children who have English as an Additional Language: Mrs F Oliver
- Class teachers: Deliver inclusive teaching and identify reading support.

Inclusion for children with SEN:

- A child has SEN if they have a barrier to their learning that requires special educational provision to be made for them.
- The school follows the graduated response process from the SEN Code of Practice 2014; more information can be found in the SEND Policy and the SEN Information Report both of which are on the school's website or are available from the school office.

Inclusion for children with a Disability:

- The school aims to review need and progress towards meeting our statutory duty to make reasonable adjustments for accessibility for all school users using all current guidelines.
- The school has an Accessibility plan which details the school's intention to increase access to the curriculum, physical environment and written information.
- Risk Assessments and Personal Emergency Evacuation Plans (PEEPs) are carried out for individual children who need additional care, physical or emotional.
- Intimate care plans are written in accordance with the school Intimate Care Policy.

Inclusion for Children with Medical needs:

- Health, care and intimate care plans are written and shared with staff and parents.
- Emergency plans for children with allergies are made widely known and are supported by photographs.
- All staff receive training and are made aware of medical emergency arrangements.
- A designated staff member oversees this in school: Mrs A Daykin.

Inclusion for children who have English as an Additional Language (EAL):

- The school recognizes that liaising with parents is vital. Particular care is needed to follow the child's progress and to ascertain whether any problems that arise, do so, from uncertain knowledge of English or from additional needs.
- The school can arrange for school documents to be translated.
- Mrs Oliver is responsible for EAL provision.

Inclusion for children with social, emotional and mental health difficulties:

- A child may be supported within their class with their class teacher and/or class teaching assistant. A child may require further nurture support provided by one of the Nurture Support Team. This may be in the Magic Room or Rainbow Room.
- We also have a trained Emotional Literacy Support Assistant (ELSA) to support the social and emotional well-being of children by addressing emotional needs and developing coping strategies.
- Staff are aware of the procedures to follow if they note child protection issues.
- The school has an Early Help Offer which is available on the school website.
- Close links are made with our cluster of local schools and pre-school providers and between year groups which facilitates sharing of information and the support of vulnerable children as they make transitions within and between schools.

- Links can be made with health services including health visitors, school nursing services and children's health services.

Responsibility for Inclusion

The Local Authority (LA):

- Has specialist support agencies who can advise and support schools through training and work with children and staff.
- Provides guidance on inclusion and writes Descriptors of Provision for children with additional needs.
- Makes assessments on the provision for children with severe and complex needs.

The Governing Body:

- Is responsible for overseeing the implementation of this policy.
- Secures provision for children with additional needs.
- Consults with staff and the SENDCO on provision.
- Has named SEN governors who liaises with the SENDCO, ensures that communication between parents of children with SEN and school is two-way and takes an informed interest in school inclusion issues.

The Headteacher and Senior Leadership Team (SLT):

- Work with the staff and the governing body to develop the school's policy on Inclusion.
- Have regard to the SEN Code of Practice, Disability Discrimination Act, Equality Act and working practices such as the Early Help Assessment in prioritizing and organizing support for all children.
- Use monitoring and tracking procedures to identify, access, manage resources and monitor the progress of children with additional needs.
- Inform the governing body of how the funding budget for additional needs has been allocated.

The SENDCO:

- Liaises with the SEN governor and reports annually to the governing body.
- Works with all staff and the governing body to develop the Inclusion Policy.
- Oversees the day-to-day process of the policy.
- Co-ordinates provision for children with special educational needs and any additional needs.
- Develops positive relationships with parents and carers, and signposts to other agencies.
- Liaises with external agencies and acts as lead professional when required.
- Supports and advises colleagues, including contributions to staff meetings and INSET.
- Contributes to the organization of SEN TAs, identifies staff development needs and contributes to and organises training.
- Maintains provision plans, through shared action planning with class teachers updated each school term.
- Prepares, monitors and updates the school 3-year Accessibility Plan.
- Researches and promotes best inclusive practice.

The Class Teachers:

- Inform and seek advice from the SLT and SENDCO.
- Are proactive in self evaluating own training needs and developing own subject knowledge and being informed of recent developments in inclusive provision.
- Liaise and plan with parents.
- Include the children in making provision for their needs and in recording the effectiveness of that provision.
- Evaluate and update provision plans and other records as appropriate.
- Ensure that effective records of progress are kept, detailing specific provision, including work allocated by external agencies. Information from that evaluation of all provision is fed into planning next steps of learning.
- Plan to meet the needs of all children and have high expectations for their achievements.
- Support effective coordination by keeping the SLT and SENDCO informed about initial observations and progress.

Resources and training:

- The governing body ensures that resources are allocated to support appropriate provision for all pupils requiring it and in meeting the aims set out in this policy.
- The SENDCO identifies current and future needs for resources and training through liaison with staff audits.
- The SENDCO records and audits provision.
- The SLT or School Business Manager carries out induction training for new teaching and support staff.
- Issues for future planning arising from action plans are fed in to school development planning.

Complaints procedure:

The school's complaints procedure is outlined in the school prospectus and the complaints procedure booklet can be found on the school website.

Inclusion Policy Review:

The school considers the Inclusion Policy to be important and in conjunction with the governing body will undertake a thorough review of both policy and practice each year. The outcomes of this review will be used to inform the School Development Plan.

Hasland Infant School is committed to safeguarding and promoting the welfare of children.

Signed.....

Chair of Governors

Dated.....