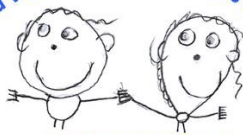


Atherstone Nursery School
and Warwickshire Early Years Hub



'Bright Start, Bright Future'
'Chances to explore, discover and grow'

Bedworth Heath Nursery School
and Warwickshire Early Years Hub



'You make the difference,
today, tomorrow, together'

Atherstone & Bedworth Heath Nursery Schools and Warwickshire Early Years Hub

Inclusion Policy Statement

Date initial Policy Written	April 2009		
Approved by Governors			
Revision Due:	Date completed:	Head Teacher	Chair of Governors
April 2013		<i>A King</i>	<i>D Wainwright</i>
Revision Due:	Date:	Head Teacher	Chair of Governors
April 2015	17/06/2015	<i>A King</i>	<i>D Wainwright</i>
Revision Due:	Date:	Head Teacher	Chair of Governors
January 2019		<i>N Burton</i>	<i>D Wainwright</i>
Revision Due:	Date:	Head Teacher	Governing Body Representative
January 2021	January 2021	<i>N Burton</i>	<i>J Toal</i>
Revision Due:	Date:	Head Teacher	Governing Body Representative
January 2022	January 2022	<i>N Burton</i>	<i>J Toal</i>
Revision Due:	Date:	Head Teacher	Governing Body Representative
January 2024	January 2024	<i>N Burton</i>	<i>J Toal</i>
Revision Due:	Date:	Head Teacher	Governing Body Representative
January 2025	January 2025	<i>N Burton</i>	<i>J Toal</i>

Inclusion Policy

This policy statement draws together further documentation found in the School Policies files and includes

- **SEND Policy**
- **Equalities Statement**
- **Disability Equality scheme**

Definition of Inclusion

" Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation."

Index for Inclusion – Booth and Ainscow 2000:13

It is this definition of Inclusion that forms the basis of this policy and our planning for the development of the inclusive capabilities of our schools.

We aim to develop inclusive values that are shared between all pupils, staff, governors and parents/carers.

'Caring to Achieve'

At Bedworth Heath Nursery School & Atherstone Nursery Schools we always aim to:

Value each member of our school community taking account of their needs and their well-being regardless of colour, gender, race or religion.

Aim to encourage and develop high standards of behaviour.

Learn in an atmosphere which is caring, secure and purposeful.

Use a positive approach to promote high self-esteem, independence and self-motivation.

Explore and enjoy the world in which we live, respecting and caring for our families and our community.

Admissions Arrangements

The local authority currently manages admissions arrangements. (see Admissions policy)

Policies

- We ensure that inclusion is given high priority in order to increase the learning participation of all pupils.
- We ensure that all policies in the school respond appropriately to pupil diversity.

Practices

- We ensure that our practices reflect the policies and cultures of the Schools.
- We provide teaching and support that are integrated in promoting learning and overcoming barriers to learning.
- We provide opportunities that encourage the participation of all children and drawing upon personal experience.

- We deploy all available resources to sustain active learning for all.

Objectives

- We will continue to actively develop and promote the values of the schools through activities involving all groups of children, parents and staff.
- We will continue to develop communication strategies used by the schools to ensure and promote good communication between all sections of our school community.
- Through monitoring of the planning, teaching and learning and assessment procedures we will continually develop policies and practices that remove the barriers to learning for all children.
- Through regular audits and quality monitoring the needs of the child will be met.
- Through a programme of CPD, we will seek to ensure that all staff are equipped to respond to the individual needs of all learners.

Co-ordinating Inclusion

In this school the Executive Executive Head Teacher is responsible for overseeing the development, implementation and monitoring of the Inclusion Policy and its accompanying practices. As part of this role the Executive Head Teacher works closely with the following groups and individuals who also have responsibilities in the carrying out of this policy:

- ***The Governing Body***

- a strategic role
- an accountability role representing the views of the Governing Body
- as a critical friend offering constructive support to the Executive Head Teacher

- ***Senior Leadership Team***

- reviews of practice related to the Inclusion Policy

- ***The staff team***

All members of staff are responsible for ensuring that they implement this policy and that their practices are as inclusive as possible. Staff are also responsible for drawing attention to their own professional development needs in this area.

- ***The SENCo***

The SENCo will work closely with the Executive Head Teacher to ensure that effective provision for children with special educational needs continues to be developed in line with the Inclusion Policy (see SEND Policy).

Inclusive Provision

- ***Day to day***

All staff work with the children to support their learning and development across the curriculum, including more specific support to small groups and individual children according to need.

- ***Extra support***

Provision is also made for small group and individual teaching and implementation of specific programmes where appropriate. These activities take place outside of the classroom e.g. Speech & Language programmes, Physiotherapy or Occupational therapy.

- ***Pastoral Support***

The School has a well developed system for Pastoral support (see Behaviour Policy and Child Protection Policy). The Safeguarding Lead, Pastoral and Family Support Manager leads on the pastoral support across the federation.

Curriculum Entitlement and Access

We ensure that all children have equal opportunities to access the curriculum. The Nursery Team's planning and delivery of the curriculum are carefully differentiated to ensure access for all through the provision of:

- Total coverage of the Early Years Foundation Stage Curriculum
- Ensuring that the activities provide many opportunities for play and for children to learn through play.
- Providing stimulating and interesting work.
- Building on knowledge and skills already acquired and making sure that each child is being stretched and able to reach their own potential.
- Producing plans so that children can work at their own level and pace through a range of activities.

Specialist Provision

- ***Equipment***

We currently have resources that are available for the use of children with individual needs, for example: easy grip scissors, a range of ICT programmes, sensory equipment, bilingual resources etc. It is the responsibility of the Head of School and the SENCo to ensure that awareness of the availability of resources is kept up to date.

External Support

The school has links with the following external agencies who offer support in various forms;

- Warwickshire LA, IDS: Special Educational Needs Team, WSCB: Child Protection. Education Psychologist, Behaviour Support Team, Travellers Unit, local Family hubs.
- Health: Speech Therapists, Occupational Therapist, Physiotherapist, Community Nurses, Health Visitors.

Assessment Procedures

The following information about assessment procedures is detailed in the Assessment, Recording and Reporting policy

- Monitoring of different groups for achievement / underachievement.

- Monitoring of children's well-being
- Pupil participation in planning
- Adequate progress of all pupils. (Key person conversations, data analysis)
- Feedback to staff, pupils and parents/carers.

Parent Partnership

Parental links are developed and fostered in the following ways

- School Prospectus, Newsletters, Website, Social Media, Information leaflets and learning focus share.
- Home-School Agreement – signed by all parents when their child joins the school.
- Parent consultations.
- Family Leaders / Key Person Approach.
- Questionnaires about a variety of subjects.
- Complaints procedure – see separate policy document.
- Independent advice and guidance on a variety of issues from the Executive Head Teacher.
- Parent partnership / Open Door Policy.

Monitoring and Evaluation

The impact of this policy will be evaluated as part of our policy review programme