

Oakhurst Community First and Nursery School

Inclusion Policy

Introduction

At Oakhurst Community First and Nursery School we value each child as an individual. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment, special need or background.

Aims for inclusion at Oakhurst Community First and Nursery School

Oakhurst Community First and Nursery School is an inclusive school. Every child shall have equality of opportunity to reflect his or her own individual needs. We do this by being aware of all the different groups of children who attend our school:

- girls and boys;
- minority ethnic and faith groups;
- children from the traveller community;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- any children who maybe at risk of disaffection or exclusion.

At Oakhurst Community First and Nursery School we aim to include all children through careful planning and differentiation of our curriculum. We do this 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 other curricular opportunities outside the school curriculum to meet the needs of individuals or groups of children;
- using assessment techniques that reflect their individual needs and abilities.
- adapting or offering alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allowing opportunities for them to take part in educational visits and other activities linked to their studies.

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

- Do all our children achieve as much as they can?
- 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?
- How effective is our class/small group organisation?

At Oakhurst Community First and Nursery School, all staff and governors 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;
- are encouraged to participate fully, regardless of disabilities or medical needs.

At Oakhurst Community First and Nursery School we include all children by the way the school is organised. Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and the points of entry for our school also allow wheelchair access. We also consider how we can provide access to information for all, including those with particular medical conditions e.g. nut allergies, asthma.

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangement. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

Working together – school, parents and community

We value parents as the first and foremost educators and we have a commitment to work together for the best of the children. We see the community as a valuable resource and develop relationships to support the curriculum. We teach children a sense of responsibility and pride in their community. We build partnerships with other schools in order to provide smooth transitions, continuity and progression.

Implementation and Monitoring

Governors and the Headteacher have a responsibility to ensure this policy is implemented and monitored.

Reviewed by Mrs. Claire Aiken (SENCO) and Mrs. R. Keyms-Burgess (SEN Governor)

June 2017

Reviewed by Mrs. Ann Clark (Headteacher) May 2019

Date of next review: May 2020