

Hobletts Manor Infants' and Nursery School

Inclusion Policy

Date: November 2023

Review Date: November 2025

Philosophy

We aim to provide a broad and balanced curriculum for all pupils. The National Curriculum's statutory inclusion statement sets out three principles for developing an inclusive curriculum which provides all pupils with relevant and challenging learning. These are:

- To set suitable learning challenges
- To respond to pupils diverse learning needs
- To overcome potential barriers to learning and assessment for individuals and groups of pupils.

This policy is available to parents/carers, governors and all staff. This policy has been reviewed by a sample group of parents/carers, governors and staff.

The school staff are committed to promoting the highest possible level of achievement for all in our school and to valuing all learners equally, developing their enthusiasm for learning.

We operate a fully inclusive policy.

Our objectives are to:

- Identify individual learning needs early and to seek external professional advice, when appropriate, for early intervention.
- Make our teaching stimulating, focused and challenging, matching our approaches to the age, gender, interest, experiences and identified learning needs of our pupils.
- Maintain a rigorous equality of opportunity to the curriculum and the full life of the school for all our pupils.
- Allocate staffing and resources in ways which reflect differing individual needs.
- Foster a mutual respect amongst all members of the staff community.
- Encourage our pupils to be happy, confident, tolerant and caring and to share in the planning and evaluation of their learning, thus beginning to take responsibility for that learning.
- Provide guidance and support for our staff as they work to these objectives.
- Monitor and evaluate our systems and pupils learning outcomes to ensure continued improvement.
- Ensure that all teachers and support staff have responsibility for meeting the learning needs of all pupils in their care and to differentiate the curriculum appropriately.
- Ensure staff attend training courses as appropriate.

Identification of Pupils Needs

Ofsted refers to a list of groups who may be at risk of underachievement as:

- Disabled pupils and those who have special educational needs
- Those with protected characteristics, as defined by the Equality Act 2010
- Boys
- Girls
- The highest and lowest attainers
- Pupils known to be eligible for free school meals and receiving pupil premium funding
- Children who are looked after
- Children of service families

In addition we also identify the following groups as being at risk of underachievement:

- Black and Minority Ethnic Pupils
- Pupils for whom English is an additional language
- Pupils that are inwardly mobile during the academic year

Roles and Responsibilities

All staff in school are accountable for the progress of pupils and work closely together to ensure that pupils are making at least expected progress. Where there are concerns about individual pupils these concerns will be raised with the Senior Leadership Team.

The Inclusion Manager in school is Ms Victoria Warren. Mrs Warren works closely with Mrs Dyer and the rest of the Senior Leadership Team to carefully monitor the progress and attainment of all children in the school, particularly those who are identified as being potentially vulnerable. Staff and governors have agreed the role of Inclusion Manager.

Pupils with Special Educational Needs

The Code of Practice 2014 (The Children and Families Act 2014) defines SEN as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

*(a) Have a **significantly** greater difficulty in learning than the majority of others of the same age: or*

(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post 16 institutions.

The school has a separate SEND Information Report.

Pupils with Disabilities

Not all pupils with disabilities will have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids that they use as part of their daily life. Teachers will make adjustments in their planning to ensure that these pupils are able to participate as fully and effectively as possible within the curriculum.

Access for Physically Disabled

The school has ramps for wheelchair access to the main front entrance and classrooms. There is a disabled toilet in the main entrance to the school and another by the Nursery. There is also a disabled parking bay in the school car park.

Identification and Assessment of Needs

Pupils identified as having any additional needs will be discussed with the Inclusion Manager. It will then be decided which interventions and/or additional support will be the most effective to meet their needs. Any additional provision or intervention that is different to that available for all pupils will be recorded on the provision map. The provision maps are updated regularly by the Inclusion Manager.

Pupils who are learning English as an additional language

Hobletts Manor Infants and Nursery School has a number of children from ethnic minority groups where English is not their first language. The Code of Practice states:
Children must not be regarded as a having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Pupils for whom English is an additional language have diverse needs in terms of the support necessary to learn English. Planning will take account of pupil's age, length of time in the country, previous educational experience and skills in other languages. Careful monitoring of pupil progress in all areas of learning is important to ensure that no learning difficulties are present. Teachers will plan learning opportunities to help pupils develop their English and support them in taking part in all subject areas.

Pupil Premium

The school keeps records of all pupils that we receive the Pupil Premium Grant for and the additional provisions and/or resources that these pupils are receiving. We then carefully track the progress and attainment of these pupils to ensure that these interventions are cost effective and successful.

External Support Services

The school works with a number of external support agencies and they help us to identify, assess, plan and make provision for all pupils with additional needs.

These services include:

- Educational Psychology Service
- Speech and Language Therapists
- Specific Learning Difficulties Base
- Play Therapy
- Dacorum Education Support Centre (DESC)
- Occupational Therapist and Physiotherapist
- Advisory Teachers
- School Nurse and Health Visitor
- Paediatricians
- Attendance Improvement Officer

If more than one agency is involved and the child has unmet needs, a Team around the Family (TAF) assessment may be instigated to ensure that all professionals are working together to support the child and family.

Monitoring and Evaluation

Pupil Progress meetings are held termly. The progress of individual pupils is discussed and if any additional provision is needed to address barriers to learning. The Inclusion Manager regularly monitors and evaluates the quality and consistency of inclusive practice across the school.

Working Together

Partnership with parents/carers plays a key role in promoting a culture of co-operation between parents/carers, schools, the Local Authority and others professionals. This is important so that all children and young people can achieve their full potential.

We very much value good communication with parents/carers. At the end of each day teachers send the children home directly to parents/carers from the classroom. This provides an opportunity for an exchange of conversation between the school and parents/carers. If there are more important issues to be discussed. a meeting will be arranged either at the parents/carers or school's request. Should the concern be greater, the Head teacher is consulted and a meeting held.