

# **Diamond Hall Infant School and Nursery Unit**



## **Inclusion Policy**

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At Diamond Hall School we believe that inclusive education means providing all pupils with appropriate education and networks of support alongside their peers. We see inclusive education as a constantly evolving process; a 'journey' not a 'destination'. We are committed to this concept of inclusion and recognise that truly inclusive schools are those "in which the teaching and learning achievements of every young person matter". (As identified in The Special Needs (provision of Information by Local Authorities) (England) Regulations 2001)

### **Overall Principles:**

- Every child has an entitlement to personal, social and intellectual development and must be given an opportunity to achieve his/her potential in learning.
- Every child is unique in terms of characteristics, interests, abilities, motivation and learning needs.
- Educational systems should be designed to take account of these wide diversities.
- Those with exceptional learning needs and/or disabilities should have access to high quality and appropriate education.

### **Further Key Principles:**

- **Valuing diversity:** All children are educable and they should be equally valued whether or not they have special or additional needs. Children present a rich and diverse range of strengths and needs and as a school we recognise and regard this diversity in a positive manner.
- **Entitlement:** Children will receive, with a suitable peer group, a broad, balanced and relevant curriculum.
- **Participation:** All children and their parents are entitled to be treated with respect and will be actively encouraged to make their views known so that they may be taken into account.
- **Individual needs:** The school will be arranged in a manner that will allow a range of flexible responses to be made available to meet the needs of individuals and to accommodate their diversity.
- **Professional Development:** All staff will be supported through the process of extending the application of existing skills and the development of new skills.

## **Children's rights**

It is our policy that all children at Diamond Hall Infant School:

- Have the right to be listened to and to be treated with respect;
- Have the right to feel a pride in their learning;
- Have the right to feel safe and secure in a respectful social environment and in a safe physical environment;
- Share the responsibility to care for the well being and learning opportunities of each other;
- Are supported towards achieving a common set of learning goals;
- Have the right to contribute their ideas to the curriculum and to the culture of the school.

## **Therefore, as a school we will:**

- Be sensitive to the needs of all the pupils and ensure that their achievements are valued.
- Ensure that pupils with special education needs and additional needs have full access to all areas of the curriculum, provided at a suitable level and differentiated according to the school's SEN, pastoral and curriculum policies.
- Endeavour to provide a broad, balanced curriculum that takes into account the holistic developmental needs of the individual. We will seek to ensure that the curriculum is relevant and meaningful to all pupils. Account will be taken of individual learning styles and needs, and the curriculum will be delivered at the right level.
- Ensure that each member of the staff has knowledge of and a willingness to use the widest possible range of strategies and teaching styles to enable all pupils to have access to the curriculum. The school will strive to develop flexibility in approaches to teaching in all aspects of the curriculum.
- Ensure that activities are planned and delivered in such a way that pupils with special education needs and additional education needs can make progress, relative to their existing knowledge and skills. Targets will be clear, meaningful and achievable, and negotiated with all the relevant parties, including the child wherever possible. Any modification of the curriculum and the nature of teaching will be monitored against clear measures of progression.
- Ensure that pupils have access to appropriate support. We will work with parents/carers, health and social services in partnership, always having regard to the child's wishes and feelings as appropriate. Resources will be accessible through location, availability and timing and also include access to ICT, reference materials and technologies as well as skilled support staff.
- Provide access and support for staff development in order to meet the full range of needs so that the staff team understands and values the needs and learning styles of pupils and have the appropriate skills and expectations to facilitate learning and progress.
- View parents/carers as partners and involve them fully in discussions about access to the curriculum in its widest sense. Parents/carers will be provided with information about the curriculum, how it may be differentiated and modified and the implications for the assessment of progress. The school will also provide accessible and meaningful information to parents and pupils about any proposed alterations to subject coverage, the proposed alternative arrangements and any long-term implications.

- Be aware that some pupils (e.g. those ‘looked after’, travellers etc) can be particularly vulnerable as a result of discontinuity in schooling.

## Curriculum Access

### Key Principles

- **Entitlement:** All pupils will receive a broad and balanced curriculum that recognises their different talents and learning styles and that addresses the specific nature of any particular special needs. The views of the pupils and their parents will be taken into account.
- **A broad and balanced curriculum:** An appropriate balance will be struck between a pupil’s rights to all subjects of the curriculum and the need for some to practise and consolidate the basic skills they will need in the future. We will aim to develop more independent learners, provide opportunities for pupils to extend their experience and knowledge outside of their immediate world and prepare them for adulthood.
- **Independent learning:** Pupils will access learning opportunities in a way that meets both their individual learning needs and those of their peers. The curriculum will address pupils’ individual learning patterns and interests, taking into account both their age and their cognitive, social and emotional levels of functioning.
- **Equal value:** Flexibility in the design and delivery of the curriculum and in the evaluation of pupil progress will be seen as an appropriate response to the diversity of pupil learning needs. The curriculum arrangements for all pupils will be seen as having equal value.
- **Effective teaching and learning:** Through an effective teaching and learning policy, pupils will have a suitably differentiated curriculum that is planned and well taught and in which pupils’ self- esteem and value is supported and developed. Planning will take into account pupils’ interests and the influence of motivation.
- **Importance of professional development:** There will be a genuine sharing of good practice, of learning and of expertise between all those involved in the educational process.
- **Funding:** To ensure that pupils with SEN or AEN can access the curriculum, they will have access to an appropriate and realistic level of support and resources. The allocation of resources will be determined, organised and delivered in a transparent manner according to the assessment of individual need.