

Halfway Nursery Infant School



Inclusion Policy

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Signed (Headteacher)	
Signed (Chair of Governors)	
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HALFWAY NURSERY INFANT SCHOOL

Inclusion Policy

At Halfway Nursery Infant School our aim is to provide an inclusive environment where every child is welcomed and valued as an individual and where all the children in our school community have an equality of opportunity through learning together.

In order to achieve this, we are committed to the principles of Inclusion as outlined in DfECircular 'Social Inclusion: Pupil Support' and in line with Part 3 of the 1993 Education Act and the 2001 Code of Practice for Special Educational Needs.

In particular, to the following key principles of good practice described in that document:

- setting good habits early with regard to attendance and behaviour
- early intervention with regard to poor behaviour and absence
- rewarding achievements (see Behaviour Policy)
- supporting behaviour management using agreed techniques
- working with parents using many and varied approaches
- involving pupils (circle time/PSHE time)
- commitment to equal opportunities (see policy)
- identifying underlying causes of behaviour or under-achievement
- learning support
- multi-agency approaches

Children and their parents are entitled to be treated fairly with respect to important educational decisions which affect their lives, especially concerning admission, attendance, exclusion and assessment for any special educational needs.

Admissions

The school operates its admission procedures in accordance with the policy laid down by the Local Authority. This policy will not discriminate on grounds of race, religion, gender, disability or ethnic origin. The school actively admits pupils with special, social, educational or behavioural needs. The school is willing to consider offering new opportunities to pupils who may have experienced difficulties previously where it is reasonable to do so.

Attendance

Pupils are expected to attend the school full-time, on time unless the reason for their absence is unavoidable. Parents are encouraged to work closely with school staff in resolving any difficulties at an early stage. The school will operate in accordance with the prescribed regulations covering the marking of registers, the granting of leave, the removal of pupils from roll and the authorisation of absence. Maximising attendance at the school is a priority and the school will seek creative solutions to attendance problems wherever possible, recognising any particular needs of individuals.

Behaviour

The school sets high standards of behaviour for its pupils and is a community which values and respects each individual, both staff and pupils. Racism, sexism and other forms of discrimination are not acceptable. The school aims to prepare pupils for living in a diverse and increasingly multicultural and inter-dependent society. Where pupils infringe these standards, the school will seek to respond in a way which sees the behaviour as unacceptable but which still recognises the needs of the individual who carries it out. Pupils having difficulty with their behaviour will be given individual support. Sanctions will be applied fairly and exclusion used only as a last resort when no other alternatives are available.

As well as ensuring our school is socially inclusive we are equally concerned to ensure that it is educationally inclusive. We are, therefore, committed to the following principles of inclusive education:

- welcoming for all children
- providing all children with an equality of opportunity through learning together regardless of race, gender or ability
- providing a teaching style, curriculum content and activities to complement all learners within a class
- having adequate staffing and resources in order that every child can participate fully in all aspects of school life
- developing a school community that celebrates and values difference and diversity
- ensuring opportunities for staff training and support to meet the needs of learners and to work in collaboration with specialist and support assistants

- making our school physically accessible
- creating a school ethos which reflects a commitment to inclusive education and in which all staff have positive attitudes towards inclusive practices

Ensuring inclusion is the responsibility of every member of staff, teaching and non-teaching, together with governors.