



Inclusion Policy

Approved by FGB in April 2017

To be reviewed November 2021



**Artsmark
Silver Award**
Awarded by Arts
Council England



Derbyshire Healthy Schools
Community Award

Headteacher: Mrs Zoë Andrews

TIBSHELF INFANT AND NURSERY SCHOOL
INCLUSION POLICY

An inclusion policy states the processes by which a school attempts to respond to all pupils as individuals by reconsidering its curricular organisation and provision.

In line with the Derbyshire Inclusion Statement Tibshelf Infant & Nursery School takes account of the needs of individuals and ensures individuals feel valued, secure and have a sense of belonging. The school reduces barriers to learning and participation to ensure all learners experience learning environments in which they can strive for and attain their highest levels of achievement.

At Tibshelf Infant & Nursery School we:

- Have a commitment to inclusive schooling throughout the school.
- Adopt inclusive practices and policies that are consistently promoted.
- Have high expectations of all pupils.
- Develop a culture of ensuring pupil involvement in school processes.
- Take positive action to promote good social relationships.
- Create a genuine partnership with parent that engages parents and families in their child's education.
- Create strong links between the school and the local community.
- Pay particular attention to pupils' physical, emotional, mental, social and educational development.
- Tackle barriers to learning.
- Rigorously monitor the differential experiences of different groups.

We aim to develop a supportive culture and rigorous processes that:

- makes effective provision for all pupils, whatever their age, gender, ethnicity, attainment and background;
- recognises the need to develop inclusive practices that lead to raising standards for all pupils;
- supports the school's own priorities that are addressed through the school improvement plan.

We believe that:

- The foundation for the highest achievement for all pupils is within a secure, accepting, collaborating and stimulating community where everyone is valued.
- Inclusive policies are those that increase the learning and participation of all pupils.

- Working together co-operatively and openly with all those involved in developing and providing educational experiences promotes effective inclusive education.
- People perform best when they feel valued, respected and know what is expected of them.
- The views of all learners are crucial in planning and delivering educational opportunities.
- Working in partnership with all parents and carers, hearing and valuing their views, is essential.

At Tibshelf Infant & Nursery School we set suitable learning challenges by:

- Teaching knowledge, skills and understanding in ways that suit pupils' abilities
- Using flexible approaches to learning
- Using topics as a resource to provide a context for learning
- Extending the breadth or depth of study for very able pupils

We respond to pupils' diverse learning needs by:

- Planning to ensure all pupils take part in lessons fully and effectively, taking account of different experiences, interests and strengths.
- Making sure teachers are aware of the requirements of the equal opportunities legislation that covers race, gender and disability.
- Creating effective learning environments.
- Securing motivation and concentration.
- Providing equality of opportunity through varied teaching approaches.
- Using appropriate assessment approaches.
- Setting targets for learning.

We overcome potential barriers to learning and assessment for individuals and groups of pupils by:

- Taking account of pupils' special educational needs or disabilities to ensure effective participation in curriculum and assessment activities.
- Meeting the needs of pupils with special educational needs through greater differentiation of tasks and materials, in line with SEN Code of Practice. Teachers will take specific action by:
 - Providing for pupils who need help with communication, language and literacy;
 - Planning to develop pupils' understanding through the use of all available senses and experiences;

- Planning for pupils' full participation in learning and in physical and practical activities;
- Helping pupils to manage their behaviour;
- Helping individuals to manage their emotions, particularly trauma or stress.

Pupils with disabilities are able to participate as fully and effectively within the curriculum. Teachers take specific action by:

- Planning appropriate amounts of time to allow for the satisfactory completion of tasks;
- Planning appropriate opportunities for the development of skills in practical aspects of the curriculum;
- Identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

Pupils who are learning English as an additional language may have diverse needs in terms of support necessary in English language learning. Teachers take specific action to help such pupils by:

- Developing their spoken and written English;
- Ensuring access to the curriculum and to assessment.

Equality

All pupils are of equal value and should have opportunities to learn and to be successful. School will be proactive in removing barriers to learning and success.

Diversity

Since all pupils are of equal value they should be treated equally. This does not mean that they should all be treated in precisely the same ways. On the contrary, significant differences of culture, outlook and experience should be recognised and respected. Pupils' backgrounds and experiences will be acknowledged and appreciated.

Cohesion

It is important that all pupils should feel that they belong – to the school itself and to the community more generally. Belonging involves a shared sense of having a stake in the well-being and future development of the school and the wider community; a sense that one is accepted, welcomed and valued and that one can participate and contribute.

Approved: April 2017

To be reviewed: November 2021