



Turncroft Nursery School

INCLUSION POLICY

Rationale

Turncroft Nursery School is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

Turncroft is committed to inclusion. Part of our schools' strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new and engaging opportunities to our young learners.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways, which take account of their varied life experiences and needs.

We believe that inclusion in our school is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- gender
- learners who need support to learn English as an Additional Language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick and those who are in families under stress
- any learners who are at risk of disaffection and exclusion

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We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our very young children for whom maturity is a crucial factor in terms of readiness to learn. We believe that many children, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Turncroft Nursery School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her potential.

Our Inclusion policy encompasses the following policy documents: -

Special Educational Needs and Disability, which outlines provision for any pupil who has been identified as having a Special Educational Need or Disability. The SEND policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

EYFS Policy ensuring that personal support plans are developed and implemented for children with SEND. Data analysis of EYFS assessments is also used to identify any groups or individuals for whom special provision may need to be made.

We strive for high levels of achievement achieved through the provision of a wide range of learning and teaching experiences. We provide guidance for staff to consider curriculum planning, teaching styles and learning styles in order to provide opportunities for all and to enable all pupils to achieve their potential.

Attendance Policy at Turncroft Nursery School is intended to support inclusion as it sets out the expectations we have as a school to enable our children to access the curriculum and to remove barriers to learning.

PSED Policy, which aims to foster the development of supportive environments, morals, friendships and encourages the development of independence, which will ensure that the children at Turncroft Nursery School are able to access all opportunities provided.

Behaviour Management Policy, which aims to take account of and make provision for attempting to find a positive solution to any particular challenges that some children may face which could prevent learning from taking place.

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Single Equalities Policy which encourages the children at Turncroft Nursery School to understand and respect individual differences and actively seeks to promote racial harmony and to value cohesion.

We will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

Inclusion Principles

Staff at Turncroft Nursery School value pupils of different abilities and support inclusion wholeheartedly.

Within our school, staff and children will be constantly involved in the best ways to support them within the school. There is flexibility in our approach in order to find the most appropriate strategies for each child.

Within groups in school, teaching and learning styles will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Access to the Environment

(See School Accessibility Plan 2021-2024)

Turncroft Nursery School is a single site school built on one level. The visitor entrance to the building is through the main entrance, which is suitable for wheelchair access.

There is currently one disabled toilet and a sluice.

Our environment provides good acoustic conditions so that the effects of hearing difficulties are minimised (carpeting and quiet areas).

Classrooms are painted in line with disability requirements for visual impairments.

Children requiring equipment due to impairment are assessed, in order to gain the support that they require.

Details of our plans and targets on improving environmental access are contained in the Access Plan.

Arrangements for providing access to learning and the curriculum

(See School Accessibility Plan)

Turncroft Nursery School will ensure that all children have access to a balanced and broad curriculum, and that all EYFS activities are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Differentiation takes a variety of forms within teacher planning. Learning intentions are made explicit and then activities can be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate. Turncroft Nursery School will ensure that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any children.

Professional Development

The Headteacher oversees the professional development of all staff and supports the SENCo, Miss Jennifer Murphy.

The Headteacher and SENCO reviews staff skills related to SEND, behaviour and children's emotional well-being to ensure that there is a good balance of training to enhance their skills. Staff are encouraged to observe good inclusive practice within school as well as in other schools.

Access to Information

All children requiring specific support would have their needs met such as access to PECS, a visual timetable or basic signing.

Admission Arrangements

Children with additional educational needs are considered for admission to our school in exactly the same way as children without additional educational needs.

We value the importance of effective induction procedures with settling in visits, parent meetings and reviews of previous records where children have made the transition from another school or setting. Before a child starts school, the Early Years Foundation Stage teacher/key person makes a home visit if deemed beneficial. Prior to the pandemic, we routinely made home visits to every family and we hope to resume this practice next year.

If the school is aware of a Special Educational Need or Disability before a child starts school, we will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the child prior to their starting.

Prior to starting school, parents/carers of children with an EHCP will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

Opportunities to teach future staff/children Makaton signs e.g. for signed singing are embarked upon.

The PSED curriculum includes areas such as disability, difference and valuing diversity.

The library resources are regularly reviewed to ensure they include books that reflect disability, gender and racial equality and priority will be given to the

ordering of books with positive images and a positive portrayal of disabled people as they become available.

Working with Disabled Parents/Carers

We recognize that there may be disabled parents/carers of children within the school, and we work to try to ensure they are fully included in activities. We would also make sure that we hold parents/carers meetings in an accessible room.

When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the requested format e.g. if a parent had a visual impairment we would copy the letter on yellow paper in a font size no less than 10pt.

Disability equality and trips or out of school activities

Turncroft Nursery School tries to make all trips inclusive by planning in advance and using accessible places.

All children are welcome to come to our breakfast, lunch and after school club.

Dealing with complaints

If a parent wishes to complain about inclusion provision they should raise their concerns with the SENCo Miss Jenny Murphy.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Chair of Governors in writing or any other accessible format. The Chair of Governors will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to our school's *Complaints Policy*. This is available, on request, from the school office.

Reviewed by: Miss J. Murphy - November 2023

Agreed by Governors: November 2023

Next Review Date: September 2024