

KINGS FURLONG INFANT & NURSERY SCHOOL

The Continual Pursuit of Excellence



Kings Furlong
Infant School & Nursery
Member of the South Farnham Educational Trust

INCLUSION POLICY

REVIEW: ANNUALLY

LAST REVIEW DATE: 2024

Introduction

At Kings Furlong Infant & Nursery School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

This policy helps to ensure that this school promotes the achievement of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

This policy should be read in conjunction with the SEND, Pupil Premium and Teaching and Learning policies.

Aims and Objectives

Kings Furlong is a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school:

- girls and boys;
- summer-born boys;
- disadvantaged pupils (Free School Meals and Ever6);
- minority ethnic and faith groups;
- children eligible for Pupil Premium funding;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children with disabilities or medical needs;
- children who are currently or previous Looked After (LAC/PLAC)
- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils, recognising these groups may be fluid and responding with flexibility;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. This includes but is not limited to enrichment opportunities such as sports fixtures, performing arts projects and competitions and events to promote and develop participation in STEM activities.

We achieve educational inclusion by continually reviewing what we do, and through regular discussion within our staff team based around the following questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- what is the impact of our actions?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

The data that we gather termly, using the school's system of progress trackers, helps us to review our children's progress against these criteria. We also monitor children's access to extra-curricular activities and specific interventions through the use of detailed provision maps.

Teaching and Learning Style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. At the start of each year, aspirational targets are set for all pupils. We analyse the attainment of different groups of pupils termly to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. The SLT, ELT and class teachers use this information when planning their lessons and for appropriate and targeted interventions. It enables them to address the needs and abilities of all pupils.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Specific Support Arrangements (SSAs) are implemented and targets set at a suitable level in collaboration with the pupil and their parents. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use extension material to extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the equal opportunities legislation covering race, gender and disability, as well as the United Nations Convention of the Rights of the Child.

Teachers ensure that all children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- participate fully, regardless of disabilities or medical needs.

Children with Disabilities

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. Teachers modify teaching styles and approaches as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. We ensure disabled pupils are involved in school trips and write comprehensive individual risk assessments to support their safe inclusion.

Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;

Summary

In our school, we value each child as an individual and believe that every child can succeed in the right environment. We strive to meet the needs of all of our children and meet all statutory requirements related to matters of inclusion.

Governors

Our governor for Inclusion and SEND is George Kendall. She meets regularly with the Headteacher and SENDCo to discuss and review inclusion strategy and the progress of identified groups.

Monitoring and Review

This policy is monitored by the governing body and will be reviewed every year.