



# St Edmund's and Lilycroft Nursery Schools'

## Inclusion Policy

## **Contents:**

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Aims and objectives
4. Planning and teaching
5. Children with SEND
6. Monitoring and review

## Statement of intent

St Edmund's and Lilycroft Nursery Schools value the individuality of all children; we are an equitable community committed to giving children and families equal opportunities to achieve the highest standard of education and have access to the full curriculum. We intend to provide education that meets the specific needs of all individuals and groups of children, with the aim to eliminate discrimination.

The ultimate purpose of inclusion is to enable children to flourish in adult life.

Good early years practice promotes inclusion through:

- Developing sense of belonging
- Celebrating differences
- Having high expectations
- Close partnership with parents and the wider community
- Welcoming and inclusive ethos
- Attentive and responsive adults

It is also promoted through:

- Positive and respectful relationships
- Clear routines which encourage independence
- Stories, songs and rhymes
- Access to a wide range of motivating and challenging experiences
- Rich indoor and outdoor provision
- Exploring the local and wider community

Equity is about giving people what they need, in order to make things fair.  
Giving more to those who need it.

The difference between **equality** and **equity** must be emphasised. Although both promote fairness, **equality** achieves this through treating everyone the same regardless of need, while **equity** achieves this through treating people differently dependent on need.

If equality is the end goal, equity is the means to get there.

## **1. Legal framework**

- 1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:
  - Equality Act 2010
  - Education Act 1996
  - Children and Families Act 2014
  - 'Special educational needs and disability code of practice: 0 to 25 years' 2015
- 1.2. This policy will be implemented in conjunction with the following other school policies:
  - Equal Opportunities Policy
  - Behaviour Policy
  - SEND Policy
  - Curriculum Documents

## **2. Roles and responsibilities**

- 2.1. The Governing Body will ensure that inclusion provision is of a high standard, and will evaluate the effectiveness of the provision and Inclusion Policy on a regular basis through visits to the schools, learning walks, reports and conversations with SENDCO.
- 2.2. The Headteacher will ensure that the management of inclusion remains consistent and effective and is reported upon to the Governing Body throughout the year.
- 2.3. Teaching staff will regularly evaluate children's progress and liaise with the Special Educational Needs and Disabilities Coordinator (SENDCO)
- 2.4. Parents will be encouraged and supported to work in partnership with the school to support the progress of their child, maintaining strong communication with the school and supporting their child at home to assist in development.
- 2.5. Early Years Support Workers who support the inclusion of children will be regularly monitored to ensure they fulfil their duties.

## **3. Aims and objectives**

- 3.1. St Edmund's and Lilycroft Nursery Schools aim to be inclusive schools. We actively seek to increase the level and quality of inclusion within our schools, while protecting and improving specialist provision for those who need it.
- 3.2. Taking into account children's experiences and needs, we form strong partnerships with parents, the LA and external agencies, such as health and social care services, and offer a broad and balanced curriculum to ensure that

all children have every opportunity to achieve the highest standard of education.

3.3. St Edmund's and Lilycroft Nursery Schools have a zero-tolerance approach towards prejudicial attitudes and discriminative behaviour, and the schools will do everything we possibly can to ensure members of the school community are not discriminated against. We believe that educational inclusion is sometimes about more than treating everyone equally. We understand that offering varying levels of support depending upon need is often what is required to achieve greater fairness and opportunity for all. We aim to provide equity for all learners, including parents, whatever their age, gender, ethnicity, impairment, attainment and background.

3.4 We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys, men and women
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who are 'New to English' and need support to learn English as their second language
- Learners with special educational needs
- Learners who are disabled
- Those who have a specific talent
- Those who are Looked After by the Local Authority
- Others such as those who are sick; those who are young carers; those who are in families under stress
- Any learners who are at risk of disaffection and exclusion

In addition to the above we are committed to the elimination of unfair discrimination on the grounds of the 'protected characteristics' as set out in the Equality Act 2010:

- Religion, belief or lack of religion/belief
- Sexual orientation
- Being or becoming transgender
- Being married or in a civil partnership

3.5 St Edmund's and Lilycroft Nursery Schools will make every effort to meet the learning needs of all children.

## **4. Planning and teaching**

4.1. Teaching staff will plan their approaches to teaching and learning so that all children are able to take part in lessons/activities. Staff will ensure these

approaches meet the specific needs of individuals and groups, providing opportunities for all children to achieve.

- 4.2. Teachers will ensure that all Early Years Practitioners / Support Workers have access to relevant planning so they can support children appropriately.
- 4.3. Specific action will be taken to respond to children's diverse needs by:
  - Developing positive relationships with children.
  - Ensuring they are motivated.
  - Creating effective learning environments.
  - Using appropriate assessment approaches, such as the Developmental Journal.
  - Setting targets that are achievable and positive for individual children.
  - Setting appropriate learning challenges.
  - Providing other, or additional, curricular opportunities to meet the needs of individuals or groups of children.
- 4.4. Lesson/activity plans will vary to meet the needs of individual children and groups.

Provision for children who have a specific talent may include:

- Tasks which demand higher thinking skills.
- Access to advanced resources or materials that support the level of challenge.
- Fast-paced challenges that will motivate children.
- Creative learning tasks which encourage children to make judgements.
- The opportunity to take risks in a safe environment, learn from mistakes and work collaboratively.
- Authentic tasks with the opportunity for choice and personalisation.

Provision for children New to English will include:

- Access to dual language stories, rhymes, posters and displays.
  - Working collaboratively with other children, both new to English and those whose first language is English.
  - Visual props and resources
  - Promoting and celebrating diversity
  - Planned learning opportunities, which reflect the backgrounds of children in the class.
- 4.5. St Edmund's and Lilycroft Nursery Schools understand that such learning experiences will benefit all children, not just those who are New to English.

- 4.6. Teachers will use an inclusive model of provision that provides all children with the opportunity to participate in lessons/activities.
- 4.7. Teachers will promote and model positive behaviour and interactions

## **5. Children with SEND** (see SEND Policy for more detail)

- 5.1. St Edmund's and Lilycroft Nursery Schools aim for the early identification of children with SEND through regular observations and the monitoring of learning and development.
- 5.2. The SEND Local Offer summarises how St Edmund's and Lilycroft Nursery Schools work within the local community, with local schools and agencies, to provide an inclusive offer to all children with SEND.
- 5.3. We aim to ensure equal opportunity for all children with SEND. It is the teacher's responsibility to inform the SENDCO of any concerns regarding an individual's learning.
- 5.4. Lesson/activity plans for children with SEND will be adapted to include:
  - Adapted learning objectives and success criteria to meet their abilities
  - Adapted print texts
  - Hands-on equipment, such as tactile equipment
  - Multi-sensory learning opportunities
  - Additional adult support
  - Additional visual/sound props
- 5.5. St Edmund's and Lilycroft Nursery Schools are committed to delivering an environment that provides children with full access to all areas of learning.
- 5.6. Teachers will modify lessons/activities as appropriate; for example, children may be given additional resources to support access to certain activities.
- 5.7. Teachers will ensure that children have the same opportunities to develop skills in practical aspects of the curriculum and that reasonable adjustments are made when needed.
- 5.8. Teachers will take into account the learning pace of children with SEND.
- 5.9. Alternatives may need to be provided where children are unable to operate certain tools or equipment.
- 5.10. Children will be given the opportunity to take part in all educational visits and activities. If a child's disability prevents them from accessing particular aspects of a visit or activity, the schools will do their best to make reasonable adjustments to ensure the child can participate as fully as possible.

## **6. Monitoring and review**

- 6.1. St Edmund's and Lilycroft Nursery Schools SENDCO is Ermina Kesedzic. The SENDCO will ensure that meetings take place termly, to review the progress of children on the SEND register or children we have concerns about and to ensure compliance with the Inclusion and the SEND Policies.
- 6.2. The SENDCO will review this policy annually, alongside the Headteacher and Governing Body, to ensure all relevant policies and practices are up-to-date and compliant with statutory requirements.
- 6.3. Any changes to statutory guidance relating to inclusion and SEND may lead to changes in this policy.
- 6.4. All staff will be notified of any changes made to this policy.

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