



## NEW BRIDGE NURSERY SCHOOL



### INCLUSION POLICY

At New Bridge Nursery School, we believe that we can make a crucial contribution towards the promotion of equality and social inclusion.

Governors and staff at New Bridge are committed to providing equality of opportunity for all pupils, parents and carers, all staff, governors and students.

At New Bridge we recognise that it is the right of all pupils to receive the best education the school can provide, to promote practices that encourage success now and in the future.

We pay particular attention to the provision for and achievement of the following groups:

- Girls and boys
- Individuals with special educational needs and/or a disability
- Individuals with specific medical needs; those experiencing mental health difficulties are also included
- Individuals with English as an additional language
- Looked After Children
- Pupils who are gifted and talented
- Pupils who are at risk of disaffection and exclusion

#### PURPOSE

- To ensure that Inclusion and Equal Opportunities are put into practice.
- To raise quality and standards.
- To increase awareness of inclusion.
- To promote integrated provision.
- To encourage parents/carers and children to use and engage with provision.

#### AIMS

- To provide an appropriate broad, balance of high quality education that caters for the widest possible range abilities, aptitudes and needs.
- To fully include and involve all children in the wider aspects of school life.
- To identify and act on barriers which prevent participation. To create a positive atmosphere in which children and adults can gain mutual

understanding and respect for each other regardless of ethnicity and culture, religion, ability, gender, age and social circumstance.

- To develop an environment where all children and staff can flourish and feel safe and secure through the elimination of prejudice and discrimination.

## **POLICY IN PRACTICE**

At New Bridge, we believe that inclusion is about equal opportunities for all pupils, parents and carers, staff, governors and students. This does not mean that we will treat each individual in the same way, but that we will respond to individuals' needs in ways which take account of their varied life experiences and needs.

Staff, the governing body and, where appropriate, outside agencies will work closely together to identify any possible barriers to inclusion and seek to eliminate them.

We recognise that pupils learn at different rates and that there are many factors affecting achievement including ability, emotional state, age and maturity. At New Bridge Nursery School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

This policy describes the way we meet the needs 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 that they experience in school.

Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school.

## **CURRICULUM**

We believe that all children 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 will celebrate diversity as a positive aspect of our community.
- We will promote inclusion making it central to the way we work in nursery so that children are prepared for a mixed need and multi-ethnic society. This will be reflected in our resources including books, posters, puzzles and dolls.

We will use resources that positively reflect disability and diversity in culture and belief and are free from discrimination and stereotyping.

- We will find out about a child's cultural background, beliefs and home experience so that familiar experiences and interests can be used as starting points for learning and teaching.
- We will encourage visitors and parents/carers from all backgrounds and cultures to help out in nursery and share their own cultural practices and experiences.
- We will help every child to develop a sense of personal and cultural identity that is receptive and respectful towards other identities.
- We will promote a safe and supportive learning environment, free from harassment in which the contribution of all children is valued and where stereotypes are challenged.
- We aim to eliminate gender bias and encourage all pupils to access all areas of the curriculum. We will monitor children's choices of activities and adapt them where necessary to provide a full range of experiences. Progress of both boys and girls will be monitored and compared.
- The behaviour of adults in the school will reflect and enhance our commitment to providing an environment that values and respects diversity by providing good role models for children.
- Within each class and key group, teaching and learning styles and organisation will be flexible to ensure effective learning.
- Planning from the Early Years Foundation Stage will be carefully differentiated in order to meet the needs and abilities of all children.

### **SPECIAL EDUCATIONAL NEEDS**

- We will monitor all children's progress and aim to effectively identify any special educational needs and put intervention strategies in place, adhering to the SEN Code of Practice (2014) and our SEN Policy.
- We will seek advice from outside agencies and specialists on how to best meet children's needs.
- We will provide additional support for pupils, where necessary, within the resources available to the school.
- A range of communication methods will be used, such as Makaton, British Sign Language and picture communication systems.

The SEN Coordinator is Mrs Emma Fallon, who also takes the lead role in relation to inclusion.

The SEN Governor is James Sharman who meets with the Governors to review and report on SEN provision within school.

## **ACCESSIBILITY**

The environment and buildings will ensure optimum access for all pupils, in keeping with the SEN code of practice and the Equalities Act (2010). All Governors and staff are committed to increasing physical access to the curriculum.

New Bridge Nursery School is a single site school. The school is on one level with both entrances to the building via ramps and therefore suitable for wheelchair access. All classrooms and outside areas are wheelchair accessible. There is currently one accessible toilet for children or adults in the yellow end reception area.

## **ADMISSIONS**

Pupils with additional educational needs are considered for admission on exactly the same basis as children without additional needs. In certain cases pupils may be offered a 'priority admissions place'. Please see our Admissions Policy for more details on this.

## **DEALING WITH RACIST INCIDENTS AND DISCRIMINATION**

We are committed to challenging and preventing racism and discrimination. Training will be available to all staff to enable them to deal with racist incidents and racial harassment. We will follow the school and local authority guidelines in the event of a racist incident.

## **RECRUITMENT AND PROMOTION OF STAFF**

The recruitment and promotion of staff will ensure that all processes will be free from discrimination or bias in terms of age, gender, race, culture or belief.

## **MONITORING THE EFFECTIVENESS OF THE POLICY**

Through analysis of children's records and data we will ensure that all groups (as listed earlier in the policy) are making expected progress through the Early Years Foundation Stage curriculum.

- Results from data analysis will be reported to the governing body.
- Staff will ensure children are meeting their individual targets.
- Through discussions and questionnaires, parents and carers will feel fully involved in their child's learning and will be accessing services on offer.

- All racist incidents will be dealt with promptly (adhering to school and local authority guidelines) and our report-back of racist incidents continues to be nil or reflects only isolated incidents.

## **COMPLAINTS**

The Head teacher and Governing Body will address breaches of this policy. As with all complaints, please refer to the school's Complaints Policy.

**Date policy reviewed by the Emma Fallon SENCO: July 2015**

**Date of review of this policy: July 2016**

Approved at FGB: 21/6/16