



Woodcroft Nursery School Inclusion Policy

Every child has a fundamental right to education and must be given the opportunity to achieve and maintain acceptable levels of learning...Every child has unique characteristics, interests, abilities and learning needs...Education systems should be designed and educational programmes implemented to take account the wide diversity of these characteristics and needs...Mainstream {settings} with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.

{The Salamanca Statement ~ adopted in July 1994 following an international education conference in Salamanca, Spain.}

Inclusion in education involves:

- Valuing all children, adults and families equally.
- Increasing the participation of children in, and reducing their exclusion from, the cultures, curricula and communities of local schools.
- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of children in the locality.
- Reducing barriers to learning and participation for all children, not only those with impairments or those who are categorised as 'having special educational needs' or 'additional needs'.
- Viewing the difference between children as resources to support learning, rather than as problems to be overcome.
- Acknowledging the right of children to an education in their locality.
- Emphasising the role of schools in building communities and developing values, as well as in increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.
- Recognising that inclusion in education is one aspect of inclusion in society.

Introduction

At Woodcroft Nursery School we believe that every child has a right to equal opportunities. We believe that all children, adults and families

should feel welcome and should have an equal chance to benefit from our school and everything it provides.

Our school is open to every child in the community. We acknowledge and value where each child 'is at' and provide opportunities and experiences to help them move onto the next stage in their development. We have the highest expectations for all of the children in our care. We plan our curriculum to extend our children's knowledge and experience of other cultures, beliefs, languages and celebrations. We ensure that our curriculum reflects the diversity of our society. We encourage children to explore in a positive way the differences and diversity of people. We positively challenge stereotypes and assumptions and actively seek to combat all forms of discrimination.

Educational inclusion is about equal opportunities for all children whatever their gender, ethnicity, attainment and background. We are aware that in society specific groups of children are more likely to underachieve or suffer from discriminatory attitudes than others. These groups include:

- Girls and boys
- Minority ethnic groups
- Children who need support to learn English {EAL}
- Children with disabilities or special educational needs {SEN}
- Children who have additional needs {AEN}
- Gifted and talented children
- Children who are 'looked after' by the local authority {CLA}
- Other children, such as those with medical needs or those children who come from families under stress

Our Commitment

At Woodcroft Nursery School we are committed to constantly monitoring and reviewing our practice to ensure that all of our children:

- Feel safe, secure and happy within the nursery school setting
- Make good progress and achieve
- Are able to learn effectively
- Are treated respectfully
- Receive additional help according to their needs
- Have access to a broad, balanced and highly relevant curriculum

The Nursery will ensure that we always have designated members of staff, and Governors (where appropriate), who are responsible for SEN, CLA, GAT, Race Equality and Safeguarding.

- We plan our curriculum using the Early Years Foundation Stage document as our starting point. However, we recognize that we must also plan to teach in ways that suit the children in our care and their individual starting points.
- We use the flexibility of the Early Years Foundation Stage document to choose the most appropriate knowledge and key skills we feel enable our children to make progress and demonstrate their achievements. Our short term daily planning is differentiated to match the individual needs of our children.
- We set high expectations and provide opportunities for all our pupils to achieve. Staff at the nursery are very aware that our children bring to school different experiences, interests and strengths which will influence the way they learn.
- We ensure that our planning includes a variety of approaches to teaching and learning to ensure that all children can actively take part in teaching activities and achieve effectively.
- We recognise that some children will have particular learning requirements which if not addressed could create barriers to effective learning. This includes children with special educational needs and those children who are in the early stages of learning English as an additional language. For these individual children our approach to teaching and learning includes making 'additional to' or 'different from' provision to enable them to participate effectively in the curriculum.
- Through national research and statistics we recognise that children who are looked after by the Local Authority have traditionally not performed as well as their peers. At Woodcroft Nursery School we aim to support Children who are Looked After {CLA} by providing access to our well being monitor who will be able to support children emotionally and socially as they go through potentially difficult times in their lives.
- We will complete Personal Education Plans {PEP} and review them regularly.

Monitoring, Evaluation and Review

Our commitment to inclusive practice is meaningless unless we actively monitor the impact of this commitment on the experiences of our children in all aspects of their school life.

We collect information on the effectiveness of our inclusive practice through the following channels:

- Collection of data ~ both on entry to nursery and when the children leave us to start primary school
- Incident records relating to inappropriate behaviour or discriminatory incidents
- Evidence records from lesson observations
- Evaluations on our daily, fortnightly and end of term planning
- Children's profiles
- The views and experiences of our children through the collection of comments made in the pupil views books
- The views and experiences of our parents/carers collected through the views books, informal one to one discussions, parent's evenings and through questionnaires.
- Personal education plan {PEP} meetings.
- Individual Education Plan {IEP} meetings which the parents attend.
- Team Around the Child {TAC} meetings where the school staff, parents and the outside agencies attend.

Using this wide range of information we analyse comparative outcomes for individuals and different groups of children. Pupil tracking and analysis of information enables us to judge whether all children are achieving as much as they can and if not, which individuals or groups of children are underachieving.

Our next step is to explore why this is happening and whether there are well founded explanations for the differences we have identified. If this is not the case we identify what action the school will take to improve our inclusive practice. We will clearly state the specific action required on our school development plan and continue to review the effectiveness of this action.

Woodcroft Nursery School and Little Woodcroft ~ January 2010.