



BEAUFORT SCHOOL

Working together to achieve success for all



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INCLUSION POLICY

TARGET GROUP FOR THIS POLICY

Inclusion is meant in the widest sense. It incorporates children and young people as well as the rights of parents/carers, students and all staff. It includes individuals with special educational needs and/or a disability, as well as those from minority ethnic groups; Travellers; and any other diverse cultural groups.

It also includes those with English as an additional language and Children in Public Care (Looked After Children). Those with specific medical needs, suffering from low self-esteem or experiencing mental health difficulties are also included.

It also incorporates the rights of the child and equal opportunities, as well as any other groups at risk of exclusion or social exclusion.

AIMS

To ensure:

1. All children have a right of full access to the curriculum
2. All children have a right to expect to learn in a caring and considerate environment where the staff and the children are all valued for their contribution to pre-school life
3. The school is committed to working closely with families who are fully involved in all decisions that affect their children's education
4. The school will provide, within available resources, the highest possible quality support and inclusive education for children

PURPOSE

1. To meet the individual needs of children in our setting
2. To ensure that Inclusion and Equal Opportunities are put into practice
3. To raise quality and standards
4. To recognise the rights of the child
5. To encourage parent/carers to use the provision.
6. To increase awareness



THE ROLE OF OUR SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR:

Our SENCO:

- Works with other staff to agree and implement the Inclusion Policy
- Co-ordinates the Special Educational Needs provision within our school
- Offers support for parents and carers
- Supports staff development
- Liaises with other agencies
- Keeps appropriate records
- Assists staff in making observations and assessments

Links with support services and other agencies

The school recognises that to provide a fully inclusive and supportive environment there is a need to work closely with the full range of support services and external agencies. Agencies are called upon when support is required for a specific need. The school also works closely with agencies when information is requested to support a child.

Agencies presently used by the school:

- Speech and Language Therapy
- Educational Psychologist
- Behaviour Support Service
- Health Visitors
- Physiotherapy
- Hearing Impaired Service
- Visual Impaired Service

CURRICULUM, RESOURCES AND THE LEARNING ENVIRONMENT:

Curriculum:

We aim to: -

- Ensure total coverage of the Early Years Foundation Stage and National Curriculum
- Ensure that the activities provide many opportunities for play and for children to learn through play
- Provide stimulating and interesting work
- Build on knowledge and skills already acquired and making sure that each child is being stretched and able to reach their own potential



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Produce plans so that pupils can work at their own level and pace through a range of activities

The school aims to provide a differentiated curriculum, relating learning targets, tasks, resources and learning support to individual children's needs in order to maximise their achievement and progress.

MONITORING, EVALUATION AND REVIEW

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Date of policy: January 2010

Date reviewed: May 2012

Reviewed by: Eleanor Rees

Date of next review: May 2013

Approved by: _____

Headteacher: _____

Chair of Governors: _____