



The Dragonfly Federation

East Ruston and Stalham
Infant and Pre-schools

A Flying Start for all



Inclusion/Equality Policy

All schools in the Dragonfly Federation are committed to providing an appropriate and high quality education to all the children living in our local areas. We believe that all children, including those identified as having special educational needs, 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 believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop a positive environment where all children can flourish and feel safe.

All schools on the Dragonfly Federation are committed to inclusion/equality and this is a major priority within our school. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- 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
- Minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Pupils from the Leeway

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

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are aware of the needs of all pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We ensure the inclusion of children identified as having special education needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We have moved from a 'SEN' approach that locates a problem with the child to looking at what additional provision we need to make to provide an inclusive community for all children. We fully endorse the new code of practice for SEN pupils.

The development and monitoring of provision mapping is undertaken by the Head teacher and relevant Governors.

Objectives

1. To ensure the new SEN code of practice is implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, all children and adults within the school community.
3. To continually monitor the progress of all pupils, to identify needs as they arise to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, SENCO, and support staff as appropriate.
(*Except where disapplication, arising from an Education Health Care Plan occurs, disapplication is very rare and we aim to offer the full curriculum to all our pupils.)
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN.
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of all pupils who attend our school and live in our area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of junior or primary school life and learning.

9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Inclusion Principles

- ❖ Staff at The Dragonfly Federation value pupils of different abilities and support inclusion.
- ❖ Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- ❖ Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- ❖ Where appropriate, links with special schools (eg. SRB) are made to ensure that children, parents and staff are supported by their Outreach programmes.
- ❖ Children are given opportunities to develop skills of empathy, understanding and tolerance.

Arrangements for providing access to learning and the curriculum

- ✓ The school will ensure that all children have access to a balanced and broadly based curriculum, and that the new National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- ✓ Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- ✓ Staff will work in a way to avoid the isolation of the children they are supporting and will encourage peer tutoring and collaborative learning.
- ✓ Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
- ✓ Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording are also planned for where this is appropriate.

- ✓ Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- ✓ The school will ensure that the '*hidden curriculum*' and extra-curricular activities are barrier free and do not exclude any pupils.

Access to Information

- ✓ All children requiring information in formats other than print will have this provided (e.g. use of Braille, large print).
- ✓ We adapt printed materials so that children with literacy difficulties can access them or ensure access by pairing children/peer support/extra adult support.
- ✓ We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing. Alternative methods of recording using technology are encouraged, for example,
 - ❖ digital photography to record processes or events
 - ❖ video cameras to record processes or events
 - ❖ talking albums which link digital photos and voice recording
 - ❖ talking tins and mats which provide short recording facilities
 - ❖ voice feedback/activated software, e.g. Google
 - ❖ mind mapping to demonstrate knowledge or help with planning
 - ❖ storyboards to help stimulate creative writing and planning
 - ❖ visual planning to harness visual strengths for learning
- ✓ Both schools will use a range of assessment procedures within lessons (such as taping, role-play, drama and drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Admission arrangements

- ✓ A School Information pack is available
- ✓ Children with additional educational needs are considered for admission to the school as per Norfolk County Council's policy.
- ✓ Prior to starting school, parents/carers of children with an EHCP or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

- ❖ The PSHE curriculum, which incorporates SEAL, includes issues of disability, difference and valuing diversity. Advice will be sought from outside organisations on appropriate resources.
- ❖ The library resources are reviewed to ensure they include books that reflect the special educational needs issues and come from a disability equality perspective and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.
- ❖ The school building has been renovated to provide disabled facilities in line with requirements.

Terminology, imagery and disability equality

- ✓ The staff are aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special education needs, disability or race under our Behaviour and Discipline and Single Equality.
- ✓ We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- ✓ We aim to make optimum use of PSHE time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

- Both schools encourage the inclusion of all children in the School Council (Green Team) and other consultation groups.
- We aim to include children in their target setting, encourage and support them to take an active part in their reviews.
- Staff have on-going training opportunities on issues relating to Speech, Language and Communication Needs and this year, the Autistic Spectrum Disorder, as part of the Inclusion Development Programme.

Working with disabled parents/carers

When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format, e.g. audio tape, large print, telephone contact or in their preferred language, if possible. We use Parent Mail to send messages and letters via e-mail. We are also able to text parents if we need to contact them quickly. We also have a Parent Voice forum.

Disability equality and trips or out of school activities

- ❖ Both schools tries to make all trips inclusive by planning in advance and using accessible places.
- ❖ All children are welcome at our after school activities.

Related Policies

- ❖ Accessibility Plan
- ❖ Admissions
- ❖ Behaviour and Discipline/Anti-bullying
- ❖ Single Equality
- ❖ Exclusion of Pupils
- ❖ More Able
- ❖ Special Education Needs
- ❖ School Information Report

Reviewed by the Governors : February 2018
New review due : February 2020