



Caversham Preparatory School

Policies and Procedures

281 Inclusion Policy

Inclusion Policy

Including those in the EYFS (Early Years Foundation Stage)

Rationale

Caversham Preparatory School is committed to providing an appropriate and high-quality education to all the children who attend the school. We believe that all children, including those identified as having special educational needs and/or disabilities 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 an environment where all children can flourish and feel safe.

Caversham Preparatory School is committed to inclusion. Part of the schools strategic planning for improvement is to develop a culture, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender including gender re-assignment, ethnicity, ability, disability, religion, beliefs, 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 and/or disabilities (SEND)
- learners who are more able and talented (MAT)
- others such as: those who are sick; those who are in families under stress; any learners who are at risk of disaffection and exclusion

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 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 particularly aware of the needs of our Key Stage 1 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.

At Caversham Preparatory School 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.



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Caversham Preparatory School sees the inclusion of children identified as having special educational needs and/or disabilities as an equal opportunities issue. We will also aim to model inclusion in our staffing policies, relationships with parents and the community.

The development and monitoring of school work on Inclusion will be undertaken by the SEND Coordinator.

This policy should be read in conjunction with the [SEND Policy](#).

Objectives

To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.

1. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs and/or disabilities.
2. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
3. To provide full access to the curriculum through differentiated planning by class teachers, SENDCO, and support staff as appropriate.
4. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.
5. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND, and inclusive provision is positively valued and accessed by staff and parents.
6. To involve parents at every stage in plans to meet their child's additional needs.
7. To involve the children themselves in planning and in any decision making that affects them.

Inclusion Principles

1. Staff at Caversham Preparatory School value pupils of different abilities and support inclusion.
2. 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.

The School Arrangements for Inclusion In-Service Training

1. Meeting Additional Needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
2. In-house Additional Needs and Inclusion training is provided through staff meetings by the SENDCO.
3. All staff have access to professional development opportunities and are able to apply for Additional Needs or Inclusion training where a need is identified either at an individual pupil or whole class level.



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Arrangements for partnership with parents

1. Staff and parents will work together to support pupils identified as having additional needs.
2. Parents will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents whose children are being recorded as having Additional Needs. The SENCo will attend this meeting if the school or the parent thinks this is appropriate.
3. At review meetings with parents, we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents can help at home, these are specific and achievable and that all parents go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
4. IEP targets will include targets to work towards at home, and parents are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents after meetings.
5. Ideas and materials for supporting learning at home will be discussed with parents and distributed on request. Parents will also be invited to work alongside pupils in the classroom where this is appropriate.
6. Parents' evenings provide regular opportunities to discuss concerns and progress. Parents are also able to make other appointments on request.

Early Years Foundation Stage - Links with other schools

Reception staff will meet with staff from feeder nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary the SENDCo will arrange a further meeting.

Arrangements for providing access to learning and the curriculum

1. The school will ensure that all children have access to a balanced and broad-based curriculum, and that the National Curriculum 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.)
2. Learning opportunities will be absorbing, rewarding, and effectively differentiated and the teaching styles will be diverse.
3. Staff will work in a way to avoid the isolation of the children they are supporting and will encourage peer tutoring and collaborative learning.
4. 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.
5. 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 may also be planned for where this is appropriate.
6. 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.



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7. The school will ensure that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any pupils.

Incorporating disability issues into the curriculum

The PSCHE Curriculum includes issues of disability, difference, and valuing diversity.

Working with disabled parents

Caversham Preparatory School recognises that there may be disabled parents of children within the school, and we will work to try to ensure they are fully included in parents' activities. We will make sure that we hold parents' meetings in the Reception classroom that is accessible.

Inclusion Governor

Mrs Lesley White was appointed as the Governor for EDI (Equality, Diversity and Inclusion) at the Board Meeting in January 2022. The EDI Governor oversees inclusion practices at Caversham Prep to make sure that robust policies and procedures are in place, in classroom practice, in all areas of the curriculum, and in school life in general to support our drive for inclusion for all.



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Policy Administration

Linked Policies

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Access Policy
- Anti-Bullying Policy
- Behaviour Policy
- EAL Policy
- Equality and Diversity Policy
- Gifted and Talented Policy
- Safeguarding Policy
- SEND Policy
- Whistleblowing Policy

Quoted Legislation and Guidance

- [Equality Act 2010](#)

Review Schedule

This policy is subject to 3 yearly review unless circumstances require an earlier review

Update and Review Log

Updated/ Reviewed By	Date	Notes
J Lawson	Jan 2011	Review
J Lawson	Jan 2014	Review
J Lawson	Feb 2017	Review
J Lawson	Jan 2019	Review
A Lawson	April 2021	Formatting and Updating Links
J Lawson	Aug 2022	Added MAT pupils and Inclusion Governor para