



**Southbourne Infants
Inclusion Policy**

**Reviewed – September 2025
Next review – Septemebr 2026**

Southbourne Infant School Inclusion Policy

At Southbourne Infant School, we champion all children to make strong learning progress, no matter what their physical, social, emotional or intellectual needs are.

Aim

Our aim is to provide opportunities to enable the full and effective participation of all children in the process of learning and in the life of the school. We aim to value all individuals, giving equal access and opportunity to all, removing barriers and promoting inclusion. This means that equality of opportunity must be reality for our children. We ensure that we include all the different groups of children 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. At any time the Policy will apply to children who:

- Have Special Educational Needs and/or Disabilities
- Have medical needs
- Have been identified as in receipt of Pupil Premium funding
- Present with safeguarding concerns
- Have attendance difficulties
- Are young carers to sick relatives
- Use English as an additional language
- Have recently arrived in this country or may be refugees or asylum seekers
- Have mobile lifestyles, such as Travellers
- Are Looked After Children
- Live in poverty or may be homeless
- Bully or are victims of bullying
- Are bereaved
- Are traumatised

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many children, 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.

Objectives

Our school aims to be an inclusive school, catering for diverse needs and working in partnership with parents/carers. We aim to involve parents/carers at every stage in plans to meet their child's additional needs.

Southbourne Infant School we:

- Value everyone equally in an inclusive environment
- Take a positive approach in developing the self-confidence and self-esteem of all the children at our school
- Help children to develop lively, enquiring minds and the ability to question and argue rationally
- Provide a broad based and relevant curriculum which meets the needs of individuals
- Bring out the best in children at our school and support the development of early life skills
- Ensure the development and consolidation of basic skills in Literacy and Mathematics
- Allow each child the opportunity to meet their potential in safe, happy, caring and enjoyable surroundings, promoting high standards for all
- Create a stimulating and challenging environment, which is supportive, secure and caring.
- Create a school community in which children, parents, teachers and governors work together for the common good of all
- Help children to understand the world they live in and begin to gain awareness of our part in the local, national and global community
- Listen to and value the view of parents and work in partnership with them
- Enable all members of the school community to feel valued and able to participate in and contribute to all aspects of school life
- Encourage respect, empathy, resilience, resourcefulness, responsibility and risk-taking in a secure learning environment

We will achieve educational inclusion by continually reviewing our practice and asking key questions

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing to support those pupils who are not achieving their best?
- How are we involving parents and carers?

How do we support inclusion?

Southbourne Infant School will:

- Ensure that children feel secure and know that their contributions are valued
- Ensure that children appreciate and value the differences they see in others

- Ensure implementation of government and LA inclusion recommendations
- Ensure the school's Inclusion Policy is implemented consistently by all
- Ensure any discrimination or prejudice is eradicated
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs
- Ensure all children have good 'Quality First Teaching' and access to an appropriately differentiated curriculum according to need
- Safeguard all children's interests
- Recognise, value and celebrate children's achievement, however small
- Work in partnership with parents/carers and outside agencies in supporting individual children's learning
- Ensure staff have access to relevant training and CPD opportunities
- Guide and support all staff, governors and parents in inclusion issues
- Involve outside agencies and specialists
- Follow the local authority Admissions and Recruitment Policies

How will we monitor inclusion?

Every staff member is responsible for inclusion. However to ensure we are successful the following strategies will be used

- Regular tracking of children's attainment through termly pupil progress meetings
- Monitoring and assessment schedule
- Termly review of provision management with the Senior Management and teachers to discuss progress of children receiving interventions
- Annual reviews for all children with an Education Health and Care Plan (EHCP)
- Review of targets in English and maths
- Lesson observations
- Talking to children and parents
- Teacher assessment
- Monitoring teacher's plans and children's work

Complaints

If any parent feels that Southbourne Infant School is not meeting the needs of their child they will be encouraged to first contact the child's Class Teacher or the SENCO. If this is unsuccessful they will be supported via the procedures outlined in the Complaints Policy.

The DfE have defined an inclusive education as follows:

- Inclusion is a process by which schools, local authorities and others develop their cultures, policies and practices to include all children
- With the right training, strategies and support, nearly all children with special educational needs can be successfully included in mainstream schools

- An inclusive education service offers excellence and choice and incorporates the views of parents and children
- The interests of children must be safeguarded
- Schools, local education authorities and others should actively seek to remove barriers to learning and participation
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential
- Mainstream education will not always be right for every child all the time. Equally, just because mainstream education may not be right at a particular stage it does not prevent the child from being included successfully at a later stage

Linked policies: SEND Information Report & Policy, Positive Behavior & Anti-bullying, Teaching & Learning, Disability, Equality & Accessibility, Assessment, Medicines in School, Data Protection, Child Protection, Freedom of Informatio

