



**Hyde Park Infant School**

**Inclusion Policy**

At Hyde Park Infant School we regard the heart of inclusion as engendering a sense of community belonging, high achievement and participation for all. We aim to remove barriers to learning so that all can participate in all aspects of school life while valuing pupil, parent, teacher and community diversity and the contribution they can make.

### Community and Belonging

The school reception area has been designed to be warm and welcoming, providing information to visitors about members of staff, school governors, events in school and school information. Back copies of the school newsletter can also be found in this area. The newsletter itself is written in a style which makes it more accessible for those parents who have English as an additional language, and should the need arise, there is a system where by parents who have difficulty in accessing this information are offered support with English or are written to in their own first language. This system is co-ordinated by the Business Manager. A positive ethos is encouraged through high expectations in attitude, behaviour and discipline and is detailed in the school 'Pupil Behaviour and Discipline Policy', along with a clear policy defining rewards and sanctions. The Bullying Policy highlights the school's intolerance of this kind of behaviour and its high profile ensures that when issues occur, they are dealt with effectively and sensitively.

All pupils are helped to understand that these rewards are awarded on an individual basis according to effort and personal achievement. In a similar vein, once a week all pupils attend collective worship where individual and group achievements both school and community based are celebrated e.g. swimming awards, French speaking club etc.

Central to the notion of community and belonging is the building and strengthening of the various relationships, which maintain the ethos of the school. The staff are encouraged to see themselves as an equal part of the team regardless of their role within the school. All staff (teachers, teaching assistants, part time or full time) take part in curriculum planning and reviews and all are invited to attend staff meetings. Discussed in these meetings are wide ranging topics from discipline to the School Improvement Plan which gives staff ownership of the issues.

### The relationship between pupils and staff

This relationship is one that needs to be built on mutual respect. Pupils are encouraged to treat all adults in school with equal respect, whilst

staff respond positively to pupil diversity seeking to validate all achievements and experiences.

The partnership between staff and parents/carers is a relationship based on good communication. The school has an open door policy for parents to discuss issues and difficulties with teachers and the head teacher, as well as two parents evenings over the course of the year. Another avenue for communication is the home/school liaison book used for written comments on a day-to-day basis.

Meetings and workshops for parents encourage participation in school life and give parents vital confidence to support their children at home.

#### The relationship between staff and governors

This relationship is mutually supportive. Both parties offer their strengths and opinions for the benefit of the growth and success of the school.

#### The involvement of the local community

This brings a wealth and richness of opportunity to the pupils and the staff of the school. People of different ages, sexes, cultural and religious experiences, life experiences and social opportunities all converge to offer their time, knowledge and opinions for the benefit of others. This links with the Community Cohesion Policy, which gives more detail of the school's involvement with local, national and international initiatives.

#### Increasing school response to pupil diversity

At Hyde Park Infant school all pupils are encouraged to strive for their best at all times. Achievements by pupils are viewed on an individual basis and valued for their own possibilities. Pupils are encouraged to take pride in what they have achieved and appreciate what has been achieved by others and all pupils are given the opportunity to share their achievements. Valuing of all achievements is viewed as a positive contribution to the raising of a pupil's self-esteem. This, in turn, contributes to a raising of academic standards and the growth of the child in all dimensions.

The school strives to celebrate the diversity of its pupils, their parents and backgrounds and regards it as a resource to be used to its fullest, rather than a difficulty to limit potential. We try to minimise discrimination or stereotyping of any kind and seek to remove the barriers to learning in whatever context they occur. It is important to remember that difficulties can occur for any pupil, that these difficulties

may be short-lived or of a longer duration and can be due to the learning environment rather than a difficulty within the pupil.

### School practise reflecting Inclusion

#### STAFF HANDBOOK

The Staff Handbook is updated annually to give all staff access to the information they require. This is particularly important for supply, short-term and part-time staff who need to be aware of the school aims and inclusive way of working.

#### STAFF APPOINTMENTS

The aim is to find the best person for the job and equal opportunity will be given to each candidate matched against the criteria set for the post.

### School Admissions Policy

We are normally oversubscribed as a school. The Local Authority have responsibility for admissions.

### Making the building physically accessible

Physical access to the school is somewhat of a barrier but we try to cater for physical needs, especially for children with a hearing or visual impairment or a physical need where the child is able to cope with steps. (See Disability Policy and Accessibility Audit)

### Induction programme

Home visits and discussions with parents form two essential elements of our programme. 'Bring teddy to school' and induction evenings for parents, are but a few of the opportunities we provide to help children make their start at school a happy one. (See school prospectus)

### Policies and support for an Inclusive School

All curricula policies within school are written with regard to inclusion for all, with the aim of minimalising or eliminating barriers to effective learning.

The staff are given opportunities to assess and monitor their particular curriculum area, through observations, staff meetings etc, to ensure maximum inclusion.

The school Special Needs Policy recognises that learning difficulties are a result of many different things and that some of these difficulties may arise as a result of barriers within the child's learning environment, which prevent full access to the curriculum.

The revised Code of Practice is seen as a framework on which special needs provision is based, informing the production of IEPs which build on the child's strengths whilst specifying their difficulties in order to achieve a supportive programme and aid in their classroom integration. As a school, we recognise the importance of monitoring the performance of any groups within the school who maybe in danger of becoming excluded. We ensure performance tracking of gender groups, looked after children and children with EAL etc to inform our planning and classroom management.

### EAL

In recognition of the number of children with EAL and the range of languages spoken and the wealth of cultural diversity, all staff provide quality monitoring and support to enable EAL pupils to flourish so that their strengths add to the strengths of the school.

### PSHE + C

The PSHE + C curriculum and the 'hidden' curriculum help to value all pupils and staff as we learn together as one big school family.

Planning and reviewing by the staff is a shared process.

Schemes of work are shared within the year groups and with the person with curricula responsibility. Monitoring is both a year group and a whole staff issue. Concerns regarding the curriculum, planning, assessment or with the progress of particular children are shared amongst the staff. Where necessary, issues with specific children are discussed in detail with the SENCO.

At Hyde Park Infant School, we strive to create an inclusive ethos, whilst recognising that this is an ongoing continuous process of school development and growth rather than a final goal.