

Bedford Nursery Schools Federation



Inclusion

Adopted by Governors: March 2014
Reviewed: September 2024
Next Review: March 2025

Philosophy

At Bedford Nursery Schools Federation we provide education for all pupils through a variety of strategies, including differentiation, resources and facilities. All pupils' individual needs are considered and a full range of flexible responses are available to accommodate, celebrate and value their diversity.

Bedford Nursery Schools Federation is committed to providing an inclusive community and meeting the needs of all its pupils, by ensuring that they have access to a broad, balanced and relevant curriculum. The ethos of the school celebrates diversity and promotes self-belief. The school will, within the context of services available, seek the relevant support and advice from the Local Authority, in order to facilitate inclusion.

Aims

To include our whole community (children, parents, staff and governors) in school life.

To continue to raise staff awareness of inclusion via on-going staff development.

To maximise the learning of all pupils ensuring all children achieve their potential.

To promote the personal, social, moral and cultural development of all pupils.

To celebrate the progress and achievements that all members of the community make.

To develop inclusive practices throughout our community by promoting equality of access and opportunity for all.

To ensure that resources are matched to need.

To work together with all partners in the education of the child.

To continuously monitor and evaluate the success of policy and practice.

Implementation

Planning focuses on differentiation according to children's individual strengths and needs, Special Educational Needs and Disability (SEND), English as an additional language (EAL) and Gifted and Talented (G&T).

Children with SEND will have a Support Plan, with up to four individualised targets, which is reviewed half-termly in consultation with parents/carers and other relevant partners. School and home have copies of the plan.

Progress of pupils with SEND is monitored regularly by the teachers, SENDCO and Leadership Team to ensure that the learning provision is appropriate and continues to meet their needs. Individuals and groups, such as SEND/EAL/G&T are monitored via

assessments. The Executive Head Teacher analyses assessment data. Support is targeted accordingly.

Support and advice is sought from outside agencies if necessary.

Safeguarding issues are the responsibility of the Executive Head Teacher, as Designated Safeguarding Lead (Julie Smith), Deputy Head Teacher (Suzie Hoefkens) and Family Support Worker (Clare Oliver).

Racist incidents will be reported to the Governing Body and the Local Authority.

Looked after children have a PEP (personal education plan) which is monitored regularly by the Executive Head Teacher or Assistant Head Teacher.

Attendance is monitored by the Family Support Worker; absence and continual lateness will be monitored and addressed by the Family Support Worker through welfare telephone calls, meetings and home visits as necessary.

Roles and Responsibilities

Governors are aware of inclusion issues and strategies. The SEND governor oversees inclusion practice within the school. The SEND governor is **Rebecca Lund**.

Other relevant policies

SEND

Well-being/anti bullying

Teaching and Learning

Equal Opportunities

Monitoring, evaluation and review

The Executive Head Teacher and SENCO will monitor progress and provision on a termly basis.

The Governing Body will review progress made and the effectiveness of the policy annually.