



The Governing Body of

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**Herons Dale Primary  
School**

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have adopted the following  
policy:

**Inclusion Policy**

Ratified by Governing Body:  
Review Date:

October 2021  
September 2022

## **Inclusion Policy 2021**

### **Aims**

We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life. We recognise the importance of our role in promoting pupils' entitlement to a healthy lifestyle, personal safety as well as enjoyment and achievement throughout their lives

**Associated Policies:** All policies within the school support inclusion and are reflected in school development planning.

### **Principles**

Hérons Dale School implements Government and West Sussex recommendations and Vision for inclusion and its priorities

### **West Sussex Vision**

All children and young people (0 -25 years) in West Sussex will, irrespective of their learning needs, gain the skills and confidence to live well in their community. They will be supported and nurtured through an educational system that responds to their circumstances and prepares them for adulthood.(2020)

### **West Sussex Priority 1**

**Knowing our children and families well (an inclusive, person centred approach)**

**Children and young people and their families will:**

- have their educational needs understood and planned for as early as possible
- feel they belong and are valued
- Be confident partners in the planning for their future, including at times of transition
- Understand and have confidence in the SEND services available in West Sussex

**At Herons Dale School we do this by;**

- Developing a close partnership with the whole community, particularly parents.
- Working as a multi professional team with professionals from West Sussex
- Planning personal learning plans for each pupil
- Promoting pupil voice and school community
- Help pupils develop their personalities, skills and abilities
- Use personal centred planning for transitions in and out of school
- Safeguarding the health, safety and welfare of pupils
- Listening and responding to the concerns of children and parents
- Taking care to balance the needs of all members of the school community

## **West Sussex Priority 2**

### **Meeting the needs of our children and young people through our education provision (SEND)**

#### **West Sussex will have:**

- A skilled, confident and resilient workforce, able to meet the educational, social and emotional needs of all children and young people
- A range of high quality schools, settings and services, where good practice is celebrated and shared
- A consistent graduated approach that will 'assess, plan, do and review' the support that has been put into place to meet needs

#### **At Herons Dale School we do this by;**

- Offering the right balanced and relevant curriculum for each child
- Promoting a full range of learning, thinking and life skills;
- Using flexible and responsive teaching and learning styles;
- Creating a basket of tools for each child overcoming potential barriers to learning and assessment
- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- Engender a culture of tolerance, acceptance and mutual respect where all are valued
- Establish close working relationships with locality mainstream school to ensure social and academic inclusion opportunities between the schools
- Prioritising life skills, PSHCE and pupil voice to develop skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society; offering equality of opportunity to all groups of pupils within the school. These groups include:
  - Boys and girls
  - Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees
  - Pupils who are Looked After children
  - Pupils who are at risk of disaffection or exclusion
  - Children from families under stress

## **West Sussex Priority 3**

### **Working together towards solutions (collective responsibility)**

#### **Everyone involved in supporting the needs of WSX CYP will:**

- Experience services, systems and processes which support schools and settings to meet needs and to access timely, appropriate and relevant information
- Think creatively to develop solutions that meet the needs of CYP with SEND as close to home as possible, ideally in WSX
- Have quality assurance in place to ensure consistent, effective and inclusive provision and practice
- Use data and intelligence to plan together to meet current and projected needs of CYP

#### **At Herons Dale we do this by;**

- Working in a multi professional team to meet individuals needs
- Applying solution focused strategies to meeting around meeting children's needs

- Providing high quality pastoral care, support and guidance
- Review pupil progress and behaviour data and work together to plan on next steps
- Guide and support all staff, governors and parents in inclusion issues

