



The Governing Body of

Herons Dale Primary School

have adopted the following
policy:

Inclusion Policy

Ratified by Governing Body:

Review Date:

January 2024

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 this is reflected in School Development Planning and the Accessibility Plan.

School Aims

Hérons Dale School aims to provide -

Happy days filled with learning

Experiences which develop a fit and healthy lifestyle

Relevant, broad, balanced, creative and inclusive curriculums

Opportunities to be part of the community

Nurturing relationships

Stimulating learning environments where pupils feel safe and secure

Diverse and personalised approaches to learning All-encompassing communication

Life skills development

Encouragement and support to have respect, confidence and resilience

School Vision

“Enabling, valuing and empowering all, in our positive, safe and happy school”

We aim to be an inclusive school and offer 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 have English as an additional language
- Pupils who have Special Educational Needs
- Pupils who are Gifted and Talented
- Pupils who are Looked After children
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance
- Pupils who are at risk of disaffection and exclusion from school.

Principles

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

West Sussex Vision (SEND Strategy 2019-2024)

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, learning needs and abilities in order to prepare 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.

- Training staff to meet the educational and social and emotional needs of all children and young people
- Following a Therapeutic Thinking whole school approach
- Creating and following Therapeutic behaviour plans/ Sensory diets/ Zones of regulation
- Continuing to develop close partnerships with the whole community, particularly parents.
- Having an open door policy and transparent communication with parents
- Having a Family Liaison Officer in post

- Targeting interventions towards those identified as needing more
- Working as a multi professional team with professionals from West Sussex to ensure a Team Around approach for our pupils
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
- Following physio plans/CARE PLANS/SaLT plans OT plans
- Planning and delivering individual Personal Learning Plans for each pupil
- Monitoring and tracking pupil progress
- Promoting and responding to pupil voice and school community 'you said... we listened'
- Holding whole school events that amplify belonging
- Celebrating individual skills and personalities amplifying feelings of value
- Using Personal Centred Planning for transitions in and out of school confidently planning next steps and futures
- Safeguarding the health, safety and welfare of pupils
- Listening and responding to the concerns of children and parents
- Engaging parents in surveys and coffee mornings
- Making referral for parents to West Sussex support services
- Taking care to balance the needs of all members of the school community
- Parents evenings which give the opportunity to meet with other professionals for support

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;

- Training staff to meet the educational and social and emotional needs of all children and young people
- Providing supervision for all staff to support solution focused thinking
- Offering the right balanced and relevant curriculum for each child
- Providing adapted learning and curriculums, a toolbox for each pupil and bespoke provision for all
- Ensuring robust monitoring and assessment and professional dialogues to ensure the right provision is in place
- Follow a therapeutic thinking model
- Promoting a full range of learning, thinking and life skills;
- Monitor and work with parents to promote good attendance
- 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
- Internal inclusion opportunities as appropriate
- 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.

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; holding MDMs (multi disciplinary meetings termly) Team around Behaviour meeting/ team around mental health meetings/ Annual reviews , EP meetings and parents evenings
- Applying solution focused strategies to meeting around meeting children's needs
- Providing high quality pastoral care, support and guidance in the form of an in school family liason officer
- Working with families within the Early help and Social Care processes
- Reviewing pupil progress and behaviour data and working together to plan on next steps
- Having alternative curriculum pathways utilising small garden approaches, forest school/ farm/ etc..
- Being flexible with timetabling and spaces
- Offering Next Steps meetings with families whose children are on individual timetables
- Forging close working relationships with SENAT
- Effectively utilising Alternative Provision

Roles

Assistant Head with responsibility for Curriculum, Assessment & Holistic Provision, ensures the physical and medical needs of all pupils are fully met within the school.

Assistant head with responsibility for Mental Health & Wellbeing ensures the mental health and safety needs of all pupils are fully met within the school.

Both liaise with staff and respond to requests for support or equipment or training on behalf of pupils experiencing difficulties accessing school

Special Facilities and Equipment

Hérons Dale School is accessible to wheelchair users. Hygiene rooms are in place. Three disabled parking bays are available outside the main school entrance

Specialist equipment, e.g. standing frames and height adjustable tables are available to pupils in their own classrooms. Information technology is used to support pupils in the classroom.

Equality and Diversity

We will use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning in Art and Design

We will ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity

Accessibility

We will ensure that all pupils have access to learning in Expressive and Creative arts by making necessary changes to the physical environment e.g. height adjustable tables

We will ensure that the curriculum is tailored to meet the needs of each individual learner for all creative subjects. Individual targets for Creativity will be detailed in each child's termly Personalised Learning Plan.

We will ensure that any written information that is to be shared with children during Creativity sessions is delivered in a way which best suits the learner.