




Inclusion Policy

September 2025

Signed (Chair of Governing Body):	
Date:	September 2025
Date of Review:	September 2026

As part of a formal Service Level agreement between the Local Authority, Arbor Academy Trust and the Acacia Nursery School Governing Body, the Governing Body has adopted this policy. The Governing Body reviews this policy annually.

The governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Office and is displayed on the school's website.

Introduction

All children have a right to be educated with their peer group. Within our school, we are fully committed to promoting inclusion of all children, despite the protected characteristics as stated by the Equality Act of 2010. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school is important.

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and to ensure they achieve their full potential. All children should have the opportunity to join with their peers in the curriculum and life of the school. We aim to pay particular attention to the provision for, and the achievement of, 'different groups' within the school, providing extra resources and support, where possible.

Acacia Nursery school is fully committed to inclusion; however, we are aware that in exceptional circumstances, the needs of the individual child might not be met or that the inclusion of the child in mainstream education "is incompatible with the efficient education of other children." (SEND Code of Practice. DFES 2014)

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

1 Different Groups in the School

- Girls and boys
- Ethnic groups and faith groups
- Travellers, asylum seekers and refugees
- Children who need support to learn English as an additional language (EAL)
- Children with Special Educational Needs and/or disability
- Gifted and talented children
- Children 'looked after' by the local authority
- Other children, such as sick children, young carers and those children from families under stress
- Any children who are risk of disaffection and exclusion.
- Sexual orientation

2 Roles and Responsibilities

Within the school, all staff have a responsibility to promote inclusion.

- It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.
- All children have a right to individual help and respect from their teachers and other staff.
- All children should have access to all aspects of the curriculum at their level.
- The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

3 Teaching and Learning

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that

all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress at their appropriate stage of development.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude. Teachers are familiar with the equal opportunities legislation covering race, gender and disability.

Teachers ensure that all children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their actions;
- participate safely in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
 - have challenging targets that enable them to succeed; and
 - participate fully, regardless of disabilities or medical needs.

4 Children with Special Educational Needs and Disabilities

We are as committed to meeting the needs of SEND children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-SEND children.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give disabled children the opportunity to develop skills in practical aspects of the curriculum.

5 Admissions Policy

All applications for places at school will be treated fairly. No child will be refused a place in any of the schools because of their special need, disability, race, gender, sexual orientation or background.

We value the importance of effective induction procedures with pre-school visits, parents/carers meetings and review of previous records. Before a child starts school, the Early Years team make home visits. If the school is aware of Special Educational Needs before a child starts school, we will endeavour to liaise with parents/carers and outside agencies to gather information and assess the individual needs of the child. Where resources are available, every effort will be made to support a child who has Special Educational Needs.

At the school every effort is made to provide support for those families from the ethnic minorities, especially those who speak English as an additional language or have come into the country recently.

7 Refer to the following policies for further information:

- SEND Policy
- EAL Policy
- Safeguarding Policy
- Child Protection Policy
- Anti-Bullying Policy
- Equality Policy