

# Willow Nursery School

## Inclusion Policy

### 1. Rationale:

The inclusion policy includes the following priorities:

- To provide the opportunity for high quality education for all
- To improve access to educational and social opportunities, particularly for the most disadvantaged
- To improve the performance of those who are disadvantaged, have special needs or are at risk of exclusion
- To raise standards

This policy is based on:

- The right of every pupil to a broad and balanced education in a supportive and stimulating environment
- Recognition that the role of the parent/carer is crucial to the education of the child
- Recognition of the importance of school as the medium in which each learner develops the ability to achieve their learning potential

The principles of this policy are underpinned by the following frameworks:

- (i) the DfE Code of Practice for Special Educational Needs
- (ii) Central Bedfordshire's Guidance on Special Educational Needs and Disability in the Early Years
- (iii) The Equality Act 2010

This policy should be read in conjunction with the school's policy for Special Educational Needs and Disability and the School's Accessibility Plan.

## **2. Principles for Learning Inclusion**

In line with guidance from the LA:

- Children are educated in an environment in which respect for the individual is evident; where children are valued and listened to and where all contribute to the well-being of others
- Access to provision at Willow is promoted by overcoming physical barriers and by providing specialist and multi-agency support which enables the child to engage with the Early Years Foundation Stage curriculum and in the life of the school.
- High expectations of all pupils are evident, reinforced by professional development which fosters best practice and by systems which promote progression and continuity
- Medium and short term planning fulfil the pupils' curriculum requirements and are differentiated according to individual and group needs
- All staff work together to enable all pupils to benefit from the curriculum and from the provision
- Staff work with the pupils, their parents/carers, the local community and other agencies to promote the well-being and independence of the pupil and to enable them to participate fully in the community
- Resources are allocated in a way that makes a commitment to inclusion and to early identification and effective intervention which is both explicit and transparent

## **3. Aims**

Willow Nursery School has adopted the guidance of the LA in articulating its aims:

- Ensure that all pupils are valued equally as learners, regardless of their educational provision
- Promote the identification of educational needs
- Overcome barriers to learning and participation
- Establish high expectations and suitable targets for all children
- Maintain and develop a supportive network for the pupil through a multi-agency support framework

## **4. Context and approach**

The context for and approach to meeting the aims of this policy are outlined below and ensure that all pupils are valued equally as learners

### **(a) Context**

All pupils have an equal entitlement to a high quality education appropriate to their needs. Pupils learn and develop skills, ideas and values from those around them and should have the maximum opportunity to participate in the curriculum and social life of their school and community

All pupils have the right

- To learn
- To access high quality education which promotes achievement
- To experience quality of life
- To participate fully in their local community
- To take their place in the wider society to which they belong

### **(b) Approach**

The Statutory framework for the Early Years Foundation Stage is our starting point for planning a responsive curriculum that meets the needs of all our pupils. Early identification of learning needs and the provision of appropriate support enable the pupil to access both an appropriate curriculum and high quality learning experiences. This allows the staff to effectively match learning experiences to the pupil's individual needs. This is achieved through:

- Setting appropriate learning challenges
- Promoting the early identification of individual needs
- Responding to pupils' individual needs outlined in school policies

Educational inclusion is achieved by a continual review of:

- Special Educational Needs and Disability policy
- Policy for the More Able Child

- Equal Opportunities policy

## **5. Teaching and Learning**

All pupils' learning is based on high expectations of what they can achieve.

Achieving appropriate challenges will increase pupils' self-confidence and their readiness to engage fully in life beyond the school.

Staff ensure that pupils:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Are taught in ways and groupings that allow them all to experience success
- Use materials that reflect a range of social and cultural backgrounds without stereotyping
- Have curriculum experiences that allow for different learning styles
- Have appropriate challenges that enable them to succeed
- Are encouraged to participate fully, regardless of disabilities or medical needs

## **6. Children with challenges**

Willow Nursery School is committed to providing an environment that allows all pupils access to all areas of learning. Staff will modify the curriculum as appropriate for all pupils, acknowledging our responsibility to provide a broad, balanced and differentiated learning experience by:

- Facilitating early identification of need and working with families and carers in meeting developmental needs
- Making parents and carers aware of support and expertise that is available from the voluntary sector, and making referrals when appropriate
- Applying a range of policies to support school practice and developing effective provision, including policies for special educational needs and equal opportunities
- Using the SEND Code of Practice to identify and meet the pupil's additional needs

- Resourcing and monitoring Individual Education Plans and other programmes to support additional educational needs and using their partnership with parents and carers to support learning provision.
- Securing appropriate staff training and development

## **7. Summary**

At Willow Nursery School, the teaching and learning achievement, attitudes and well being of every child are important and continually under review.

**The member of staff responsible for this policy is Miss Clair Howe**

**Reviewed: Spring 2026**

**Next review: Spring 2028**