

# Inclusion at Yeading Infant and Nursery School



It is our intention at Yeading Infant and Nursery School that children with special educational needs and/or disabilities (SEND) are supported to achieve their potential through access to quality first class teaching and appropriately adaptive learning activities and approaches.

We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.

Our long term goal is to help equip our children with the knowledge and skills they need to live fulfilling and independent lives, achieving the goals and aspirations that our children set for themselves, with the support of all those around them.

## **We recognise that our pupils:**

- Learn in different ways and at different rates.
- Require different strategies for learning.
- Bring to school their own home background and experiences.
- Need to feel safe, secure and happy in order to make the most of learning experiences.

## **We respond to these needs by:**

- Quality first teaching for all pupils across the curriculum
- Planning learning activities to engage pupils with different learning styles.
- Providing support for children who do not make progress in line with national expectations.
- Identifying pupils with Special Educational Needs and providing resources, support and interventions to help them learn, in partnership with specialist agencies.
- Ensuring equal access for pupils with disabilities via an Accessibility Action Plan.
- Teaching children to manage their behaviour and take part in learning effectively and safely.
- Supporting individuals to manage their emotional needs such as stress, anger or bereavement.

## **The SEND Code of Practice**

The SEND Code of Practice became statutory in September 2014. It gives guidance to schools and other bodies on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014. It relates to children and young people with special educational needs (SEN) and disabled children and young people.

### **Definition of Special Educational Needs**

Children have special educational needs if they have:

- a significantly greater difficulty in learning than the majority of children of the same age; or
- a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

### **Categories of SEN**

The SEND Code of Practice outlines the four areas of difficulty which identify a child as having a special need. These difficulties may occur singly, or in combination

The four areas are:

- Communication and interaction (includes Autism and Asperger's Syndrome).
- Cognition and learning.
- Social, emotional and mental health (includes behavioural difficulties and ADHD).
- Sensory and/or physical needs.

### **Intent**

Through our high-quality planning, quality first teaching, adaptive learning and provision we:

- Pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximized. Ensure that all children have access to a broad and balanced curriculum which is adapted to enable children to understand the relevance and purpose of learning.
- Provide an inclusive, accessible, empathetic and safe learning environment where all children feel welcome and make good progress.
- Develop children's independence and life skills.
- Regularly monitor the progress of children with SEND, using a child-centred approach.
- Provide good quality and relevant training for all staff members supporting children with SEND.
- Work in partnership with parents and carers.
- Work closely with external agencies and other professionals to hone and develop our provision for children with SEND.

At Yeading Infant and Nursery School, we ensure our provision considers the protected characteristics set out in the Equality Act 2010. We ensure we do not discriminate against pupils (or indeed prospective and former pupils) because of any need or disability.

### **Implementation**

At Yeading Infant and Nursery School, 'All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.' "SEN and inclusion is at the heart of everything we do."

As such, inclusion is a thread that runs through every area of the school, enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child.

At Yeading Infant and Nursery School, pupils with SEND will:

- Be included in all aspects of the school day.
- Be provided with quality first teaching, adapted to their needs.
- Be respected and their contributions valued and acknowledged.
- Be included in extra-curricular activities, with support as required.

At Yeading Infant and Nursery School, pupils with SEND may:

- Have specific 1:1 or small group intervention to support their academic, physical and social/emotional needs.
- Use individual resources to enable them to access the curriculum, or the school day.
- Access a highly adapted curriculum, tailored to very specific needs.
- Take part in social and emotional support interventions, such as SCERTS (Social Communication, Emotional Regulation, Transactional Supports), Zones of Regulation, ELSA (Emotional Literacy Support Assistant), Nurture Sessions, Lego Therapy or use of social stories.
- Receive additional support for speech and language needs, working on targets set by specialist therapists.
- Carry out some of their learning in low distraction areas, support by Teaching Assistants.
- Attend SEND extra-curricular events, with outside agencies (e.g. Sporting events (SHSSN - South Hillingdon Schools Sports Network) /Cluster Events).
- Work alongside external agencies such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Physiotherapist, Teacher of the Deaf, to develop specific targets/programmes tailored to the child's individual needs.

### **Impact**

As a result:

- Children at Yeading Infant and Nursery School feel happy, safe and respected.
- Behaviour at Yeading Infant and Nursery School is exemplary and diversity is celebrated.

- Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.
- Children have a voice and feel heard - they are involved in decisions made about themselves.
- Through SCERTS/Zones of Regulation and emotion coaching techniques, those children with social, emotional and mental health needs can thrive.
- Parents feel listened to, supported and play an important role in decision making about their child. They attend Coffee Mornings, meet and talk to other parents as well as talks from Local Authority and school staff who support/guide them.
- Early intervention means that we can close emerging gaps early and/or identify needs and implement support quickly.
- Children with SEND make good progress from their unique starting points due to the use of resources and small group intervention which meets the needs of the pupils.
- Relationships between staff, pupils, parents and wider professionals are at the heart of everything we do at Yeading Infant and Nursery School.