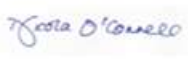
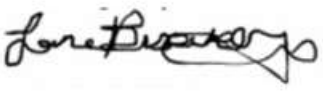
Holtsmere End Infant and Nursery School

Inclusion Policy

Date: December 2025

Signed:

Nicola O'Connell – Headteacher 

Jane Bisseker – Chair of Governors 

Rationale

Holtsmere End Infant and Nursery School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. All children share a common entitlement to a broad and balanced curriculum, which meets their social and learning needs.

We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages, which people may face in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We view diversity as a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

We want all members of our school community to feel a sense of belonging within the school and wider community and to know that they are respected and able to participate fully in school life.

We are committed to giving all of our children every opportunity to achieve the highest of standards.

Inclusion underpins all our school policies but the following are an integral part of this Inclusion Policy:

- SEND policy
- Equality opportunities policy incorporating Equality statement
- EAL policy
- Teaching and Learning policy

Aims and objectives

1. To ensure equality of opportunity for all our pupils in all areas of school life.

2. To ensure that individual strengths are recognised and all pupils achieve their potential.

3. To remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

4. To ensure that all staff are aware of the systems and procedures in place within the school in order that all children have the opportunity to make progress.

5. To use whole school assessment procedures to track the progress of groups of pupils and identify strengths and weaknesses amongst the following groups:

• girls and boys;

• disadvantaged pupils (Pupil Premium)

• ethnic groups;

• children who need support to learn English as an additional language;

• children with special educational needs;

• children with disabilities or medical needs

• more able children;

• children who are at risk of disaffection or exclusion.

• travellers

Procedures

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

• do all our children achieve their best?

• are there differences in the achievement of different groups of children?

• what are we doing for those children who we know are not achieving their best?

• are our actions effective?

• are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

All children share a common entitlement to a broad and balanced curriculum, which meets their social and learning needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class and ensure that all children:

• feel secure and know that their contributions are valued;

• appreciate and value the differences they see in others;

• 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;

• participate fully, regardless of disabilities or medical need

As part of high quality teaching all teachers constantly assess every child's attainment and progress (See Assessment Policy).

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through setting suitable learning challenges and responding to children's diverse learning needs.

If a child is making less than expected progress then the teacher will adapt their teaching to target the specific areas, this may include modifying teaching, use of apparatus or in class support. The majority of pupil's needs will be met through high quality teaching.

Teachers and Senior leaders meet at least termly to analyse pupil progress using Herts for learning's Easy Tracker. The termly progress meetings will address the key questions above. Data is used to monitor pupil progress against targets and ensure adequate planning and provision is in place, at individual, class, year group and whole school levels.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers will provide extension materials for areas which the child shows particular aptitude.

When pupils are identified as having additional needs such as SEND or EAL, procedures from the relevant policies will be followed.

The school is committed to providing an environment that allows disabled children full access to all areas of learning and school life. Our Equality Policy identifies the positive actions that the school takes to support this. Our Accessibility Action Plan 2015 identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Our Equal opportunities policy incorporating Equality statement sets out how we ensure equality for all groups within our school community.

At Holtsmere End Infant and Nursery School, we firmly believe that all pupils should be able to use and benefit from school facilities and the education provided and no pupil, parent, member of staff or visitor should suffer racial, sexist or homophobic harassment or the fear of racial, sexist or homophobic harassment.

Extra-curricular provision

Extra-curricular provision, including after lunchtime clubs, performances, workshops, trips etc. are a valuable part of school provision that can develop and promote individual strengths. Whole school planning will include providing activities to celebrate diversity and meet the needs of different groups within the school. Individual planning may include making provision to meet individual needs, for example, ensuring that a promising athlete can access the necessary clubs.

Summary

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.