



**UNICORN SCHOOL**

**INCLUSION STATEMENT  
(including Education & Welfare Provision  
for pupils with EHC plans and for whom  
English is an additional language)**

**RESPONSIBILITY**

Staff Member:	Jennifer Renna
Governors' Committee:	Education & Staffing

<b>Last Reviewed:</b>	<b>June 2023</b>
<b>Reviewed by Committee:</b>	<b>October 2023</b>
<b>Noted by Governors:</b>	<b>November 2023</b>

## **INTRODUCTION**

Unicorn School is committed to giving all our children every opportunity to achieve the highest of standards. This statement helps to ensure that this happens for all the children at our school regardless of their age, gender, ethnicity, attainment or background.

This statement should be read in conjunction with the **EAL Policy** and the **SEND** policy

## **AIMS AND OBJECTIVES**

Our school aims are to be an inclusive setting. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school.

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Children with an EHC plan
- Able and talented children
- Any children who are at risk of disaffection or exclusion.

The EYFS Guidance, the School's SEND Policy, the Teaching & Learning Policy and the Gifted and Talented policy provide a starting point for planning ways to meet the specific needs of individuals and groups of children. We do this through:

- Setting suitable challenges for children.
- Responding to children's diverse needs.
- Overcoming potential barriers to access.
- Ensuring the development of individuals and groups of children within the setting.
- Providing other support to meet the needs of individuals or groups of children. (This may include accepting advice from a range of professionals.)

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

- Do all children achieve as much as they can?
- Are there differences in the achievement for different groups of children and if so what are the reasons for these differences?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Do any inappropriate practices and attitudes need to be challenged?

## **IMPLICATIONS WHEN WORKING WITH CHILDREN**

We aim to give all our children the opportunity to succeed and reach their full potential. When planning for them, staff take into account the abilities of and differences between all of the children.

Each child's teacher is responsible for their education and welfare provision. In this they are supported by the entire school staff.

All the staff ensure that children:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own 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
- are encouraged to participate fully, regardless of disabilities or medical needs.

If necessary, the Learning Support team and the EYFS can support class teachers in fulfilling their obligation to the education and welfare of their children. Together, they can work on the best way of supporting children to achieve their full potential and feel happy and safe. This support can take many forms from specific training, advice, classroom support, small group work or individual withdrawal sessions.

## **EHC PLANS (EDUCATIONAL and HEALTH CARE)**

Most pupils' needs are met by the strategies put in place by School Monitoring or being on the school SEN register. A very small number of pupils may have difficulties of a more serious or long-term nature. In such cases, the school will contact the Local Authority with a view to obtaining an Educational and Health Care Plan for a child. This plan will outline desired outcomes (formulated by the child, family and professionals around the child) and the budget needed to provide support towards those outcomes. There will be an Annual Review of the EHC plan with all those involved in supporting the child.

## **SUMMARY**

In our school the play, learning, achievements, attitudes and well-being of every child is important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning the curriculum and activities for the children.

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