



FINTON HOUSE
SCHOOL

INCLUSION POLICY

Member(s) of staff responsible: Nicola Blenkinsopp

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A hard copy of this policy is available to all governors and parents on request from the School Office. It is accessible to all staff electronically (in the Policy folder on the Staff Admin Drive) and a hard copy held on file in the Head's Office. This policy applies to all at the school including those in Reception (the EYFS).

Contents

1. Introduction.....	2
2. Our aims.....	2
3. Pupils most at risk.....	2
4. Strategies to ensure our school has an inclusive environment.....	2
5. Broad intake for Admissions.....	2
6. The Special Educational Needs and Disability Policy.....	3
7. Key principles of the Policy.....	3
8. Gifted & Talented/More Able Policy.....	3
9. Curriculum Policy (including PSHEE).....	4
10. Equipment and Resources.....	4
11. Equal Opportunities.....	4
12. Clubs and Trips and Educational Visits.....	4
13. School Rules and Pastoral Care.....	5
14. Anti-Bullying Policy and Pre-emptive Behaviour Strategies.....	5
15. Disability & Accessibility Plan.....	5
16. Equality and Discrimination.....	5

1. Introduction

Finton House was founded on two principles. Firstly, we believe that young children should not have the pressures of a competitive entry system. Secondly, the environment should be inclusive with all children having the same opportunities. We wish children to accept and learn from each other.

At Finton House we value all pupils as individuals. We aim to help each child achieve personally, socially, physically and academically. In our school every child is given the opportunity to achieve his/her potential.

2. Our aims

- To recognise all children in terms of interests, abilities, motivation and learning needs.
- To create an educational system that caters for a wide diversity of learning needs.
- To work in partnership with the pupil, parents, teachers, assistants and specialists.
- To ensure that all children are valued and treated with respect.
- To consider the views of both parents and the child and reflect these in planning and discussion.

3. Pupils most at risk

- Children with special educational needs and/or disabilities
- Children with medical conditions
- Children with emotional or behavioural difficulties
- Children with physical or sensory difficulties
- Children from divorced, single parent families or in care.
- Children who have suffered a bereavement
- Children from ethnic minorities
- Children with irregular attendance
- Children with English as an additional language.

4. Strategies to ensure our school has an inclusive environment

- Broad intake for Admissions
- Special Educational Needs Policy
- The Positive Mental Health and Wellbeing Policy
- Gifted and Talented/More Able Policy
- Curriculum which includes Personal, Health, Social & Economic Education lessons
- Equipment and resources
- Equal Opportunities
- Clubs and Trips & Educational Visits Policies
- School Rules & Pastoral Care Policy
- Anti-Bullying Policy and pre-emptive behaviour strategies
- Accessibility & Disability Plan

5. Broad intake for Admissions

Central to the philosophy of Finton House, an independent fee-paying school, is the practice of a broad intake for admission. Finton House allocates places to pupils of all abilities on a first-come, first-served basis. This is dependent upon the school being able to meet the child's needs.

(Please see Admissions Policy)

6. **The Special Educational Needs and Disability (SEND) Policy**

Through our SEND policy we aim to ensure that the differing needs of all our pupils are catered for in and out of the classroom. Classes are made up of children of a wide range of abilities and some of these have additional educational needs. Finton House enables all children to share in the whole curriculum and to have equal access to a wide range of learning resources, which are used to enhance their successes and progress.

7. **Key principles of the Policy**

Entitlement

We recognise the need to provide all the pupils in our school with a broad and balanced curriculum. We are aware that every child is special and we take steps to meet every child's needs and, where appropriate, the curriculum is differentiated and modified or extended to suit them. All teachers set high expectations, and constantly monitor and evaluate the progress each pupil makes, to ensure no one is underachieving. We identify children with special needs as early as possible and intervene in the best possible way to support them. All children receiving Additional Support will have 'Additional Support Targets' (ASTs) which will be written by Class Teachers with input from key members of staff (e.g. Learning Support teachers or assistants and the SENCo) and is produced in close partnership with parents and, where appropriate, the child. Targets will be written and reviewed twice yearly or termly, depending on the needs of the child. The advice of outside professionals may also be sought.

Participation

Every child is entitled to participate in all areas of the curriculum and they have an opportunity to pursue a wide range of sports. All arrangements will protect and enhance the dignity of those involved.

Individual Needs

Regular assessments take place with frequent reviews. Close monitoring and recording occurs to make sure that the individual needs of the child are met. A range of strategies is available to meet and accommodate each child's individual diversity.

Collective Responsibility

All staff are aware of all the pupils with special educational and medical needs on the SEND list. It is an issue for all the staff rather than the exclusive responsibility of a particular group. The co-ordinators and SENCo bring to the attention specific pupils' needs at regular staff meetings.

Professional Development

Inclusion requires the extension and application of existing skills and the development of new ones. All staff have frequent INSET training and professional development meetings. They have access to a range of appropriate courses, advice and resources.

8. **Gifted & Talented/More Able Policy**

Our policy helps to ensure that we recognise and support the needs of those children at Finton House who have been identified as 'gifted' and 'talented' or 'more able' according to national guidelines.

(Please see Gifted and Talented/More Able Policy)

9. Curriculum Policy (including PSHEE)

All children follow the school's broad and balanced curriculum which is based upon the Early Years Foundation Stage and the National Curriculum. There are high expectations of all pupils and staff seek to remove all barriers to learning so that all pupils have the opportunity to achieve. We endeavour to plan our teaching and learning in such a way that we enable each child to attain the highest level of personal achievement. This involves an awareness of the different ways different children learn, be they auditory, visual or kinesthetic learners. Children are encouraged to express their opinions and think 'out of the box'.

Staff differentiate their teaching and resources to cater for the different learning styles and abilities within the group or class. Where appropriate, assistant support is provided and pupils are encouraged to use IT technology. Staff recognise and allow for the mental effort expended by some children with special needs, e.g. hearing impairment, and use and develop techniques to cater for specific children e.g. visual strategies, cues.

(Please see Curriculum, Teaching and Learning and Assessment, Recording and Reporting Policies)

10. Equipment and Resources

The school budget allows for the purchase of equipment and resources that cater for the needs of the individual child, including those with specific educational needs. There are also puzzles and problem solving resources to challenge the more able pupils.

11. Equal Opportunities

We aim to prepare our pupils for life in a diverse and increasingly interdependent society. Children of all abilities, including those with special educational needs, are included within the school, with the same goal in mind – to unlock their individual potential. Staff take action to respond to pupils' diverse needs by providing equal opportunities through teaching and assessment approaches. All children have the opportunity to attend clubs, trips and workshops organised by the school.

A child is not excluded from school for reasons relating to their disability or special needs unless the safety of other children is at risk or it is no longer in the best interest of the child to remain in the school. Strategies and various measures would have been fully explored and recorded before any child is excluded.

(Please see Pastoral Care Policy, Equal Opportunities Policy and Positive Handling & Physical Intervention Policy for details.)

12. Clubs and Trips and Educational Visits

All children are allowed and encouraged to take part in clubs. These are run on a first come first served basis and no child is discriminated against. However, sometimes it is in the interest of the child's safety or the rest of the children attending the club that they do not attend or in some circumstances an additional adult is required to be present. There are also a number of restrictions and considerations to be applied to comply with health and safety regulations.

All children are allowed and encouraged to take part in both day and residential trips. These are organised in such a way that all children are able to participate. If a child has any specific needs pertaining to the trip, these are recorded on the trip risk assessment form together with the action required, for example assigning an assistant to assist the child. The form is completed by the member of staff in charge of the trip and handed to the Trips and Educational Visits Co-ordinator and signed off by both the Deputy Head and Head. For some children with SEND, it may be more

appropriate to attend part of a residential trip, either for fewer days or less overnights. This will be discussed and agreed with parents in advance.

Medical information is kept by the trip's first-aider. All medicines are administered by a first-aider or supervising adult on the condition that a signed parental consent form has been completed for the individual child. Children with life threatening conditions have Healthcare plans and any emergency medication is always carried.

(Please see Trips and Educational Visits and Clubs Policies)

13. School Rules and Pastoral Care

These are based on consideration for others and health and safety concerns. All children, including those with special educational needs, are expected to follow the school rules. The school has a strong moral code that develops respect for the individual and a deep understanding and awareness of others.

(Please see Pastoral Care Policy)

14. Anti-Bullying Policy and Pre-emptive Behaviour Strategies

(Please see Anti-bullying and Pastoral Care policies.)

All children are made aware of the importance of respect for one another and for each other's property. Pupils are given the opportunity to discuss any worries and there is regular circle time in each classroom.

There is a Friendship Bench in the playground so that all children, irrespective of their needs, can find and make friends.

All incidents of bullying and anti-social behaviour are noted down on the school's MIS, Engage. Children involved in incidents of bullying are dealt with firstly by the member of staff in question and, when appropriate, by the class teacher, Head of Lower School or Upper School

Whilst the terminology 'bully' is rarely used, children are made aware of bullying in its many forms. The school has an Anti-bullying Officer together with KS1/KS2 and Reception Listening Buddies.

15. Disability & Accessibility Plan

We have an accessibility plan to comply with the Disability Discrimination Act, which considers current provision for disabled pupils and possible future provision in order to increase the accessibility of our school.

(Please see Plan for more details)

16. Equality and Discrimination

Schools are required to comply with relevant requirements as set out in the Equality Act 2010. At Finton House we will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy or sexual orientation.

(Please see Equality Act 2010; Sexual Violence and sexual harassment between children in Schools and colleges, DfE Dec 2017 for more details)