



# Nyland School

# Inclusion Statement

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## **Inclusion Statement**

At Nyland School we endeavour to create an inclusive environment for all children, whilst meeting their individual needs. Our commitment to equal opportunities is an important aspect of our overall commitment to be a fully inclusive school. We welcome all pupils and staff, irrespective of race, colour, creed or impairment. Every member of staff shares the responsibility to remove barriers to learning for all pupils, including those with a disability.

Teachers provide differentiated learning opportunities for all the children within the school and provide resources, activities and learning opportunities that are appropriate to children's interests, abilities and emotional needs. This ensures that the school responds to diverse needs and we make every effort to overcome potential barriers to learning.

Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others. English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who have EAL as part of our inclusive learning environment.

We focus on individual progress in all areas. Including social, emotional and academic progress as the main indicators of success. We strive to make a clear distinction between "underachievement" – often related to negative prior learning experiences - and special educational needs.

The school is committed to ensuring that pupils with special educational needs have every opportunity to attain and achieve in line with their peers. Accurate assessment of need informs appropriate planning and intervention, the aims of our inclusion policy and practice in our school is to provide access to a broad and balanced curriculum with a wide range of opportunities for all pupils to thrive by belonging, learning and succeeding.