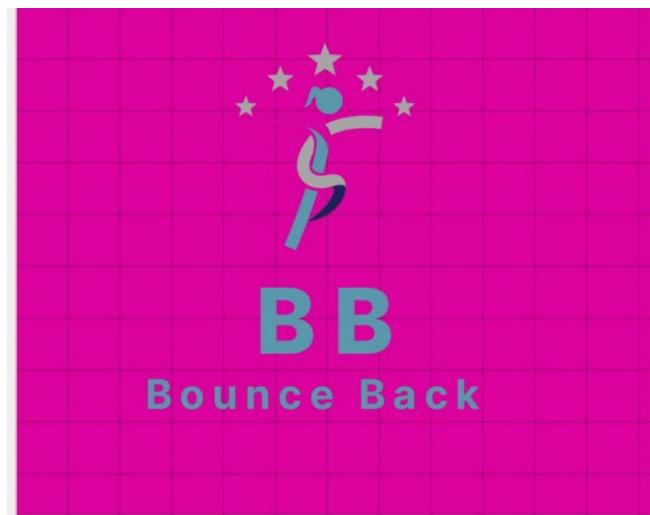


Bounce Back Alternative Provision



Inclusion Policy

Control Sheet

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1. Introduction

‘Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation’ (Booth and Ainscow 2000). Successful inclusion should result in every child feeling safe, confident and happy within the provision. Successful inclusion should see every child making the best progress of which they are able and enjoying their time within the provision - be that in sessions, during their play or lunchtimes. Successful inclusion should promote every child’s belief in themselves as a learner and valued member of our Bounce Back Community.

What are special educational needs (SEN)?

‘A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her

A child of compulsory school age or a young person has a learning difficulty or disability if he or she

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.’ (Child and Families Act 2014 s20)

What is a disability?

‘A person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.’ (Equality Act 2010 s6).

2. Equality Statement

“ we are committed to be role models and promote equality and diversity within our setting, giving guidance within all aspects of life”.

Bounce Back AP will ensure Equality Objectives that are reported on annually and updated every three years; Deliver learning opportunities with a key focus on PSHE and educate children on matters relevant to promoting inclusion and challenging discrimination.

3. Bounce Back AP’s Commitment

Our provision commits to, under the statutory guidance: The Equality Act 2010, recognise and respond to the nine protected characteristics outlined within the Act. Furthermore, Bounce Back AP commits to fostering an inclusive environment whilst celebrating

differences amongst the cohort. All staff, children and young people, parents and visitors adhere to our Equality Policy.

Bounce Back AP encourage equality, diversity and inclusion within the setting as this is good practice. We endeavour to create an environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff and pupils are recognised and valued. We commit to training all staff about their rights and responsibilities under the Equality Policy. Responsibilities include staff conducting themselves to help provide equal opportunities in employment, and prevent bullying, harassment, victimisation and unlawful discrimination.

4. Meeting Diverse Needs

Within Bounce Back AP we recognise that in order to achieve, we must actively seek to recognise and meet the very diverse needs of our children and young people by:

- Monitoring the achievement and well-being of all our children and young people and the quality/nature of the learning opportunities they are offered
- Tracking each child's social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of pupils
- Correctly identifying and then seeking to overcome potential barriers to children and young people's learning or their full participation in setting
- Developing and deploying our resources to best reflect the various levels of need experienced by children and young people
- Taking care to ensure that vulnerable children and young people are appropriately supported
- Sharing any concerns we may have regarding a child with their parents or carers and then seeking to work together with them, for the good of the child
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of children and young people
- Providing adequate staffing and offer the support and training they need in order that their work promotes the best outcomes for each child.

5. Potentially vulnerable Groups

There are a number of identified groups of children and young people and families for whom this policy is particularly pertinent:

- Children and young people with Special Educational Needs or Disabilities (SEND)
- Children and young people whose home language is not English (EAL)
- Children and young people who are Gifted, Able and/or talented (GAT)
- Children and young people with physical or sensory impairments
- Children and young people whose families may be Asylum Seekers or Refugees
- Children and young people from Traveller families
- Children and young people who might be subject to abuse or harassment, for whatever reason
- Children and young people under the care of Social Services or those who may be in public care, or living with foster families
- Children and young people who are young carers

- Children and young people whose family are in crisis or under great stress
- Children and young people at risk of significant harm
- Children and young people with poor attendance
- Children and young people who are at risk of disaffection and exclusion from school.

6. Promoting and Supporting Inclusion

Bounce Back Senior Leadership, as well as the staff team work closely with partners, including the Local Authority and EHCP Co-ordinators and specialist teachers. We also work collaboratively with partners from Health and other educational establishments. As an Alternative Provision we aim to promote Inclusion throughout all of our policies, systems and practices.

7. Personalising Delivery of Learning Opportunities

We aim to deliver learning opportunities to children and young people at all levels and recognise the importance of PHSE in strengthening our children and young people's understanding and tolerance, as well as their resilience. Staff ensure that the principles of Inclusion are applied to all activities which children and young people engage in at the provision. All members of the provisions Community are expected and encouraged to adopt behaviours which support the provisions Inclusive ethos.

8. Staffing

The provision liaises with an experienced SENCo who is a member of the Management Board, to ensure that support and provision for children who are targeted or require specialist Special Educational Needs or Disabilities (SEND) provision; including support from outside agencies. The SENDCo advises and supports planning for the development of inclusive practice and provision for targeted or SEND children and young people across the setting. The proprietor is experienced in SEND, having worked at a specialist provision for many years with a background in physiotherapy. The proprietor is also the designated person for child protection.

All children will interact and spend the majority of their time being alongside their peers within the setting. Experienced practitioners and coaches take the lead role in managing and creating the safe environment. The practitioners and coaches have overall responsibility for the planning and delivery of sessions to the children, seeking to provide children and young people with opportunities to develop their life skills and understand and manage their emotions and difficult feelings, encounter appropriate challenge to problem solve and promote progress. This differentiation is evidenced and developed in line with targets within the child or young person's EHCP. Plan. Parents are informed by staff of any additional or different provision being made for their child. Staff take the lead role in monitoring the attainment, behaviour and well-being of pupils in the setting. All staff have a pivotal role to

play in achieving positive and supportive relationships with and between children and young people and are central to successful liaison with parents and colleagues.

9. Identification of SEND

Identification of SEND may have occurred prior to a child or young person's enrolment at Bounce Back AP. If this is the case then the setting will seek appropriate advice and support from the relevant external educational establishment and external agencies. This then informs the provision that is put in place for the child or young person at Bounce Back AP.

When a concern is evident staff will liaise with the Leadership Team and parents/carers to ensure all are aware and can plan the best ways forward together. This may involve staff adapting certain aspects of the session, their practice or requesting that the parent/carer seek the advice of the GP or Optician. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the child or young person may be deemed as having Special Education Needs.

Upon identification of such difficulties the setting will seek to put in place additional provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the child or young person.

There are four broad areas that give an overview of the difficulties a child or young person may have. However, it is important to note that a child's needs may cross one or more of the following:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Bounce Back AP are aware of indicators of special educational needs and or disabilities and will work in collaboration with parents to ensure that all appropriate steps are taken to seek the most appropriate support, in a timely manner, to reduce the impact of these needs on children and young people's opportunities to reach their full potential.

Should parents/ carers have concerns for their children, they are invited to share these with any member of staff at Bounce Back AP.