BOLSOVER INFANT AND NURSERY SCHOOL
Inclusion Charter

Abstract

An inclusion charter is a clear, values-driven statement that outlines a school's commitment to creating a learning environment where every student feels respected, supported, and able to participate fully.

An Inclusion Charter sets out shared principles, expectations, and actions that promote equity, celebrate diversity, and remove barriers to learning. Schools benefit from an inclusion charter because it provides a unifying framework for staff, students, and families, ensuring consistency in practice and decision-making. It also strengthens a school's culture by making inclusion visible, intentional, and accountable, helping the whole community work together to create a safe, welcoming place where all learners can thrive.

Bolsover Infant and Nursery Inclusion Charter

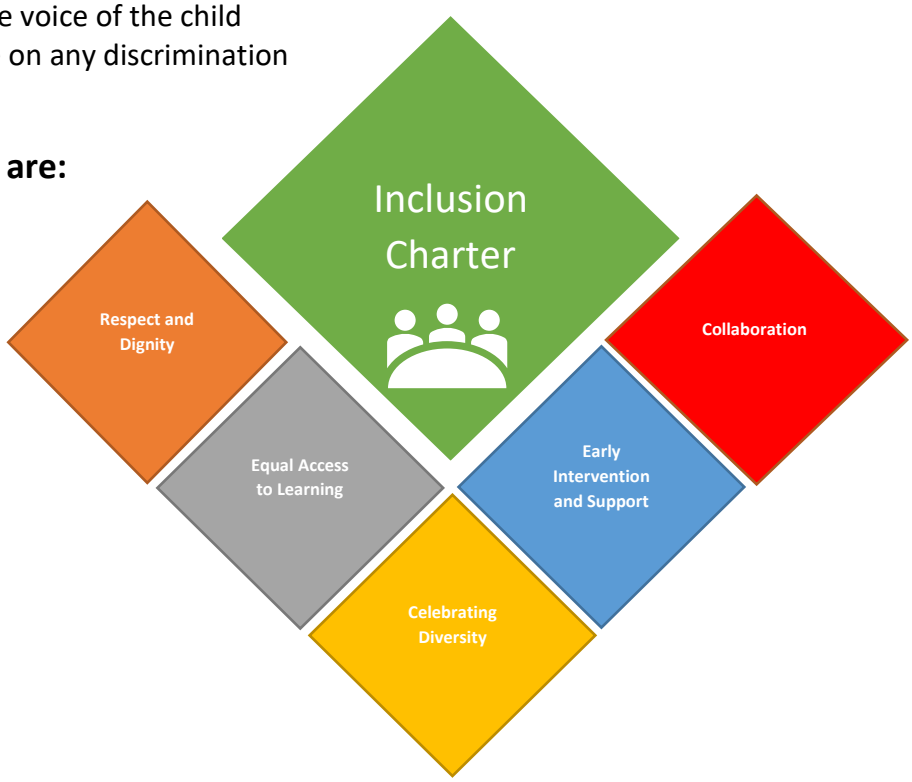
Creating a sense of Belonging and Individual Voice, an inclusive school is not just a place—it's a culture.

Here at Bolsover Infant and Nursery we practice a staged approach to inclusion, **Nurture → Connect → Empower, this** reflects a developmental arc that aligns with emotional, social, and academic growth. It's not just a model for inclusion; it's a blueprint for **Belonging.**

We believe getting inclusion right depends on:

- High expectations of everyone
- Suitable, safe and adaptive environments
- Positive relationships and effective communication
- Getting the right culture
- Early identification
- Effective support – specialist advice
- Working with parents
- Appropriate Policies and procedure including Equality, SEN, Child Protection, Pupil Premium
- Inclusive Curriculum
- Adaptive teaching and learning
- Staff training
- Listening to the voice of the child
- Zero tolerance on any discrimination

Our Key Principles are:



Respect and Dignity
Every child and family is treated with respect and dignity, without discrimination.

Equal Access to Learning
All pupils have access to high-quality teaching and resources that meet their individual needs.

Celebrating Diversity
We embrace cultural, linguistic, and individual differences as strengths that enrich our community.

Early Intervention and Support
We identify and address barriers to learning promptly and effectively. Inclusion starts early. Infant schools

are often a child's first experience of structured education, so setting clear expectations for inclusion helps build positive attitudes toward diversity from the start.

Collaboration
We work in partnership with families, professionals, and the wider community to support inclusion.

We believe:

- Routines create emotional certainty - Predictable routines reduce anxiety and create a sense of control.
- Expectations create Emotional Security - Clear expectations help individuals feel safe and confident in relationships
- Boundaries create Emotional safety - Healthy boundaries protect emotional well-being and prevent burnout, but also show a child where they stand.
- Language create emotional support - Supportive communication fosters trust and validation.
- Rewards create clarity - Positive reinforcement clarifies desired behaviours and builds confidence
- Effect create emotional stability- Consistent cause-and-effect relationships help people predict outcomes and feel grounded.
- Attachments create emotional consistency - Secure attachments provide a stable emotional base for resilience

This Inclusion Charter refers to the identification and support of:			
Socioeconomically disadvantaged pupils (those eligible for the pupil premium)	**Pupils with SEND; this means pupils receiving special educational needs (SEN) support, and those with an education, health and care (EHC) plan**	**Pupils who are known (or previously known) to children's social care, such as children in need and looked-after children**	**Pupils who may face other barriers to their learning and/or well-being, which may include pupils who share a protected characteristic**
Our full policy and procedures can be seen here:			
School Approach: Pupil Premium Policy and Plan https://www.bolsover-inf.derbyshire.sch.uk/Parents-Zone/Pupil-Premium-Reports	School Approach: SEN Policy and Procedure https://www.bolsover-inf.derbyshire.sch.uk/Parents-Zone/SEN/	School Approach: Safeguarding Team https://www.bolsover-inf.derbyshire.sch.uk/Parents-Zone/Keeping-Children-Safe Pastoral Team https://www.bolsover-inf.derbyshire.sch.uk/Pastoral-Team	School Approach: Pastoral Team https://www.bolsover-inf.derbyshire.sch.uk/Pastoral-Team School Approach: Equality Policy https://www.bolsover-inf.derbyshire.sch.uk/Equality-and-our-School/ Well Being: Bolsover Infant & Nursery School - SMILERS (Mental Health Support in school)

Organisation

Our school operates as a fully inclusive community in which all pupils learn, play and thrive together. Each year group is organised into three classes, all of which follow the same curriculum and participate equally in the life of the school. One class in each year group is structured to provide enhanced support, with a higher proportion of pupils who have significant learning needs and an increased level of adult staffing. This model ensures that every child receives the right level of support while remaining fully included within their year group and the wider school.

	Disadvantaged	CiC	Well Being/Protected Characteristics / Equality	SEND			
Early Identification and Assessment	Building positive relationships with parents can be helpful in identifying disadvantaged children. The school works hard in Autumn 1 every year to ensure all parents are registered for free school meals. The school tracks change in circumstances for children and signposts when needed.	The school has a robust Pastoral and Early Helps system in place which tracks changes in a child, missing milestones, attendance, change in appearance, mood or relationships are some of the indicators more support may be needed. The school is good at building effective relationships with families and works on an early intervention plan. Key indicators are monitored and challenged and these close relationships with both child, families and outside agencies are supportive in stopping children going into care when they can, but also supporting the child and family through the process when necessary. Safeguarding arrangements in school are strong and tested daily.	The school has strong PSHE and SRE policy and this is supportive of those children who may need additional support due to other factors. The school works with a range of mental Health workers including compass changing lives, action for children, Elm foundation and Community Mental Health workers. The school has a positive 4 All Mental Health plan.	**Communication and Interaction** – children who have difficulty communication with others ¬ Speech, language and communication needs (SLCN) ¬ Autism Spectrum Disorder – difficulties with social interaction	**Cognition and Learning** – children learn at a slower pace than their peers, even with appropriate differentiation ¬ Moderate Learning Difficulties (MLD) ¬ Severe Learning Difficulties (SLD – pupils likely to need support in all areas of the curriculum and associated difficulties with mobility and communication) ¬ Profound and Multiple Learning Difficulties (PMLD – children likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment) ¬ Specific Learning Difficulties (SpLD – affecting one or more specific aspects of learning e.g. dyslexia, dyspraxia, dyscalculia)	**Social, Emotional and Mental Health Difficulties** – wide range of difficulties that manifest themselves in many ways e.g. withdrawal, challenging, disruptive behaviour, anxiety, depression, self-harm, substance misuse, eating disorders or other physical symptoms ¬ Attention Deficit Disorder (ADD) ¬ Attention Deficit Hyperactive Disorder (ADHD) ¬ Attachment Disorder	**Sensory and/or Physical Needs** ¬ Visual Impairment ¬ Hearing Impairment ¬ Multi-sensory Impairment ¬ Physical Disability

Provision Mapping

Inclusive Teaching Practices	**Differentiated Teaching** (varying instructional strategies to best teach diverse group of learners) • Vary content (See planning/Children's books) • Vary process (Lesson observations/planning) • vary product (Children's work) • Vary environment (Learning walks)	**Adaptive Assessment Strategies** Assessment guided by • IEP goals (Planning/staff discussions) • Individual strengths and needs (IEP's) • Using rubrics for adaptive teaching (Learning Walks)	**Teaching Social Development** social acceptance is critical to inclusion • Collaborative and social approaches to learning (Learning walks/staff discussion/Pupil discussion) • Planned and structured activities to promote social inclusion and friendship development (Learning walks/staff discussion/Pupil discussion)	
Adaptation and Differentiation (to enable a long term fix)	• Teaching use of assistive technology (Learning walks/staff discussion/Pupil discussion) • Teaching independent learning (Learning walks/staff discussion/Pupil discussion) • Collaboration (Learning walks/staff discussion/Pupil discussion) • Range of materials (Learning walks/staff discussion/Pupil discussion) • Instructionally appropriate programs and learning environments (Learning walks/staff discussion/Pupil discussion) • Pre teaching (Learning walks/staff discussion/Pupil discussion)			
Inclusive Provision	**In the classroom** **Adaptation & Differentiation – Tailoring content, process, and outcomes to meet diverse needs.** **IEP & Inclusive Methods** – Using Individual Education Plans and evidence-based strategies to ensure access and equity. **Universal Design for Learning (UDL)** – Embedding flexibility and choice into teaching to benefit all learners.	**Nuture** **A Nurture Environment** **Building Safety, Security & Belonging. Establish emotional and relational foundations for inclusion.** **Connecting** – Prioritize emotional safety through strong relationships with peers, staff, and families. **Belonging** – Create safe spaces in and beyond the classroom where every child feels seen and valued. **Support** – Offer consistent care and encouragement, involving parents, carers, and external professionals. **Celebration** – Recognize progress and success, reinforcing self-worth and motivation	**Connect** **A Connecting Environment** **Fostering Participation & Collaboration. Activate inclusive engagement and shared ownership.** **Communication** – Empower children and families through open, respectful dialogue and shared decision-making. **Inclusion & Involvement** – Promote adaptive teaching, peer interaction, and collaborative learning. **Building Momentum** – Sustain engagement through meaningful experiences, friendships, and community connection	**Empower** **An Empowering Environment** **Inspiring Growth, Leadership & Purpose. Prepare learners to lead, aspire, and transition with confidence.** **Championing** – Advocate for inclusive practices and celebrate diverse strengths. **Leading with Purpose** – Encourage children to take initiative, make choices, and shape their learning journey. **Transition** – Support readiness for change—whether moving year groups, schools, or into adulthood—with dignity and care.

Disadvantaged pupils				
Leaders have a secure understanding of their disadvantaged pupils' needs and use the best available evidence, including high-quality research, to inform their approaches to addressing these; this includes regularly reviewing their strategy for pupil premium and for early years pupil premium, if this applies	The pupil premium strategy is aligned with wider school improvement priorities, and staff are clear about their roles in delivering the strategy	The pupil premium strategy is implemented and monitored effectively, including through training and support for staff	Any necessary adaptations to approaches the school uses to support disadvantaged pupils are timely and effective	Leaders' approaches, including developing the pupil premium strategy, have a positive impact on pupils' learning
• Pupil Premium Plan • Pupil Premium Policy • Deployment of staff	• Plan shared online • Data and Assessment manager • Transition Plan	• SLT • Governors • Report to Governors • SIP • LA Support for Governors	• Transition Plan • Data • Reviews with teams etc	• Improvements in Phonics, data and transition

Looked After, CiC or Previously in Care

The designated teacher for looked-after and previously looked-after children is appropriately qualified and experienced	**Each looked-after child has a personal education plan and receives high-quality support to improve their learning and/or well-being**	**The designated safeguarding lead and other leaders use their knowledge of a pupil's social care status to inform decisions about promoting their welfare, such as providing additional academic support, supporting their well-being or reducing barriers to attendance**	**Leaders share information effectively with the local authority, and support the authority to complete statutory assessments in relation to pupils' social care needs**	**Leaders work well with social workers, virtual school headteachers and other professionals to plan and provide multi-agency support for pupils who are known (or previously known) to children's social care**
• Completed Training • Attends Designated Teacher Meetings • Attachment and Trauma Trained • SENCO Training	• 3 Children in Care at Present • LAC Meetings and Reviews regularly • PEP Plan meetings • All documented on My Concern	• Priority for support inc: • Pastoral support • Additional support from TA • Paid support where needed inc Play Therapy / signposting to other services	• Attendance shared weekly • Attend LAC Meetings etc	• Virtual school Head / Trauma informed work / Relational Planning / Support for children with a social worker including Mulberry Bush / 1 to 1 / P4YP etc