



Springfield School

Inclusion Policy

Updated: September 2025

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1. Policy Statement and Ethos

At Springfield School, inclusion is everybody's responsibility and the lens through which we deliver our ethos—**Care, Aspire, Achieve**—for every child and young person. We are proud of our *ADHD Friendly School* status and we continue to develop practice that welcomes, values and supports all learners so they can participate, achieve and thrive. Our policy is underpinned by the Government of Jersey's vision for inclusive education and its seven principles (children's voice; respected and valued; safe environment; wellbeing and support; learning; working together; leadership and responsibility).

[\[gov.je\]](#)

Springfield School implements the CYPES Inclusion Policy and Equalities in Education Policy, which require all education settings to recognise and respond equitably to the diverse needs of learners, and to remove discrimination, advance equality of opportunity, and foster good relations. [\[gov.je\]](#), [\[gov.je\]](#)

2. Legal and Policy Framework

This policy reflects and should be read alongside the following Jersey laws and guidance:

- **Education (Jersey) Law 1999** – establishes duties around the provision of education, attendance and the Jersey Curriculum. [\[jerseylaw.je\]](#)
- **Children and Young People (Jersey) Law 2022** – promotes and safeguards the wellbeing of children and young people and sets out corporate parenting responsibilities. [\[jerseylaw.je\]](#)
- **Discrimination (Jersey) Law 2013** – prohibits discrimination (including in education), harassment and victimisation; requires reasonable adjustments for disability. [\[jerseylaw.je\]](#)
- **Jersey Keeping Children Safe in Education (J-KCSIE)** – statutory safeguarding guidance for schools and nurseries (latest local edition). [\[gov.je\]](#)
- **CYPES Inclusion Policy (2024 update)** – system-wide standards and responsibilities for inclusive practice in Jersey settings. [\[gov.je\]](#)
- **CYPES Equalities in Education Policy (2025)** – duties and standards to meet the Discrimination Law across schools and colleges. [\[gov.je\]](#)

- **SEN Code of Practice (Jersey)** – graduated approach and Ordinarily Available Provision (currently under review, with parent guide and process documents live). [\[gov.je\]](#)

3. Definitions

Inclusive education is the process of increasing participation and reducing exclusion from the cultures, curricula and communities of local schools—requiring changes in organisation, curriculum and pedagogy to accommodate the range of needs and abilities. [\[gov.je\]](#)

Special Educational Needs and Disabilities (SEND) follow the definitions and graduated approach outlined in Jersey’s SEN Code of Practice and supporting “Ordinarily Available” guidance and flowcharts. [\[gov.je\]](#)

Protected characteristics include age, disability, gender reassignment, pregnancy and maternity, race, sex and sexual orientation (as defined by the Discrimination (Jersey) Law 2013). [\[jerseylaw.je\]](#)

4. Aims

Springfield School will:

1. **Welcome and value diversity**—ensuring that identity, culture, language, religion/belief, disability, sex, gender identity and sexual orientation are respected and never barriers to participation or achievement. [\[gov.je\]](#), [\[jerseylaw.je\]](#)
2. **Secure high-quality, adaptive teaching** and targeted support through a transparent graduated approach, using Ordinarily Available Provision before additional interventions and external support. [\[gov.je\]](#)
3. **Listen to and act on pupil voice and parent/carer voice** in decisions that affect them, including reasonable adjustments and support planning. [\[gov.je\]](#)
4. **Safeguard and promote wellbeing** for all pupils, ensuring safe, supportive environments and effective multi-agency working. [\[gov.je\]](#), [\[jerseylaw.je\]](#)
5. **Remove discriminatory practices**, take reasonable steps to prevent harassment and victimisation, and make reasonable adjustments for disability. [\[jerseylaw.je\]](#)
6. **Monitor inclusion** through data, qualitative feedback and evaluation, reporting to governors annually and improving practice continuously in line with CYPES policy. [\[gov.je\]](#)

5. Governance, Leadership and Responsibilities

- **Headteacher:** Ensures inclusive practice across the school; allocates resources equitably; monitors impact; ensures staff training; and oversees compliance with J-KCSIE. [\[gov.je\]](#), [\[gov.je\]](#)
- **Inclusion Lead (SENCo) – Anthea Carroll:** Leads the graduated approach; coordinates assessments, plans, reviews and reasonable adjustments; liaises with external agencies; supports transition; and reports to senior leadership and governors. [\[gov.je\]](#)
- **All Staff:** Are teachers of all pupils; use adaptive teaching; implement Ordinarily Available Provision; uphold anti-discrimination duties; and act on safeguarding responsibilities under J-KCSIE. [\[gov.je\]](#), [\[jerseylaw.je\]](#), [\[gov.je\]](#)
- **Pupils and Parents/Carers:** Are partners in planning, reviewing and shaping support, with clear access to information, translation/interpretation where needed, and routes for feedback or complaint. [\[gov.je\]](#)

6. Admissions, Transitions and Attendance

- **Admissions** are fair, transparent and consistent with CYPES policy and the Discrimination Law (no unlawful discrimination or barriers). Reasonable adjustments will be considered at the earliest stage. [\[gov.je\]](#), [\[jerseylaw.je\]](#)
- **Transitions** (into school, between classes, to next phases) are planned collaboratively and early, involving parents, relevant professionals and the child/young person. [\[gov.je\]](#)
- **Attendance:** We work proactively with families to secure regular attendance, following the Government of Jersey School Attendance Policy and Article 12 of the Education Law. Support and graduated responses precede any formal steps. [\[gov.je\]](#), [\[gov.je\]](#)

7. Curriculum, Teaching and Assessment

- **Adaptive Teaching & Universal Design:** Teachers plan for variability using flexible grouping, scaffolded tasks, visual supports, and assistive technologies, aligning with Ordinarily Available Provision. [\[gov.je\]](#)
- **Targeted and Specialist Support:** Where need persists, additional interventions are implemented and reviewed through the **assess-plan-do-review** cycle; external specialists may be involved following the SEN Code processes (including Exceptional Action/Record of Need where applicable). [\[gov.je\]](#)
- **Assessment:** Progress is tracked for all pupils (including those with SEND), using formative and summative approaches; adjustments are made to ensure assessments are accessible and fair. [\[gov.je\]](#)

8. Reasonable Adjustments and Accessibility

- The school will make **reasonable adjustments** to policies, practices, environments and provision to avoid substantial disadvantage for disabled pupils, as required by the Discrimination (Jersey) Law 2013. This may include physical accessibility, adapted resources, alternative formats, sensory-friendly spaces, flexible timetables and exam access arrangements. [[jerseylaw.je](#)]
- Our approach aligns with the Government of Jersey **Inclusion Policy** expectations for equitable access and enabling all learners to develop their full capabilities. [[gov.je](#)]

9. Positive Relationships, Behaviour and Exclusions

- We promote **positive behaviour** through relational, trauma-informed practice and restorative approaches, with adjustments where needed. [[gov.je](#)]
- Any exclusion will be a last resort, consistent with CYPES policy and equality duties; patterns are monitored for disproportionality and mitigated through early help and adjusted provision. [[gov.je](#)]

10. English as an Additional Language (EAL) and New Arrivals

- We provide early assessment, language support and culturally responsive practice for EAL learners and newly arrived pupils, ensuring access to the full curriculum and to school life, in line with inclusion principles and equalities policy. [[gov.je](#)], [[gov.je](#)]

11. Safeguarding and Wellbeing

- Safeguarding is integral to inclusion. All staff read and follow the local **J-KCSIE** guidance and act on concerns in line with the Safeguarding Partnership arrangements. We promote wellbeing through a whole-school approach and targeted support where needed. [[gov.je](#)], [[safeguarding.je](#)]
- Inclusive practice ensures children feel safe, valued, respected and confident to learn, in line with the Island's inclusive education principles and the Children and Young People Law's wellbeing duties. [[gov.je](#)], [[jerseylaw.je](#)]

12. Working with Families and Multi-Agency Partners

- We collaborate with parents/carers as equal partners and, where appropriate, with agencies such as the Inclusion Service, Educational Psychology, health services and voluntary sector partners to meet needs early and effectively. [[gov.je](#)]

13. Staff Development

- All staff have access to ongoing professional learning in inclusive pedagogy, SEND, ADHD-friendly practice, autism-inclusive strategies, EAL,

trauma-informed practice, and anti-discrimination/equalities. Training plans are aligned to CYPES Inclusion and Equalities policies. [\[gov.je\]](#), [\[gov.je\]](#)

14. Monitoring, Evaluation and Accountability

- Senior leaders review inclusion data each term (attendance, progress, attainment, wellbeing, exclusions, behaviour incidents, participation, and qualitative feedback).
- We evaluate our culture, policies and classroom practice against the Government of Jersey inclusion principles and CYPES policy expectations. [\[gov.je\]](#), [\[gov.je\]](#)

15. Complaints and Concerns

- Concerns about inclusion, SEND or discrimination are addressed promptly and fairly. Families can raise issues with the class teacher, Inclusion Lead or Headteacher; where needed, the school's complaints procedure applies. Rights under the Discrimination (Jersey) Law and routes to external advice (e.g., JACS/Citizens Advice for discrimination issues) are signposted. [\[jerseylaw.je\]](#), [\[jacs.org.je\]](#), [\[citizensadvice.je\]](#)

16. Associated Policies and Documents

- Safeguarding and Child Protection (J-KCSIE compliant) [\[gov.je\]](#)
- Positive Behaviour and Exclusions (CYPES) [\[gov.je\]](#)
- SEN Information Report / Local Offer (school website) [\[springfield.sch.je\]](#)
- School Attendance (and Government of Jersey Attendance Policy) [\[gov.je\]](#), [\[gov.je\]](#)
- Equalities, Anti-Bullying, E-Safety/Digital Safeguarding (CYPES) [\[gov.je\]](#)

References and resources:

- Policy cross-references to **Education (Jersey) Law 1999, Children and Young People (Jersey) Law 2022, Discrimination (Jersey) Law 2013**. [\[jerseylaw.je\]](#), [\[jerseylaw.je\]](#), [\[jerseylaw.je\]](#)
- Alignment with **CYPES Inclusion Policy (2024)** and **Equalities in Education Policy (2025)**. [\[gov.je\]](#), [\[gov.je\]](#)
- Safeguarding alignment with **J-KCSIE**. [\[gov.je\]](#)
- Provision maps reflect **Ordinarily Available** and **Graduated Approach** (SEN Code). [\[gov.je\]](#)
- Accessibility plan and reasonable adjustments evidenced. [\[jerseylaw.je\]](#)

- Monitoring and annual Inclusion Report to governors scheduled. [\[gov.je\]](#)
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Notes on local alignment and wording choices

- Wording mirrors CYPES' island-wide **Inclusion Policy** definition and responsibilities so Springfield's policy sits cleanly within the Jersey framework. [\[gov.je\]](#)
 - The **seven principles** from the Government's *Building an Inclusive Education and Early Years system in Jersey* are embedded as a thread across aims, behaviour, and leadership. [\[gov.je\]](#)
 - The policy signposts to the **SEN Code of Practice** (noting it is under review), while using currently published parent guides and flowcharts to ensure day-to-day practice remains clear. [\[gov.je\]](#)
 - Equality duties and **reasonable adjustments** are explicitly grounded in the current consolidated **Discrimination (Jersey) Law 2013** (showing the "Education" part and adjustments duty). [\[jerseylaw.je\]](#)
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