

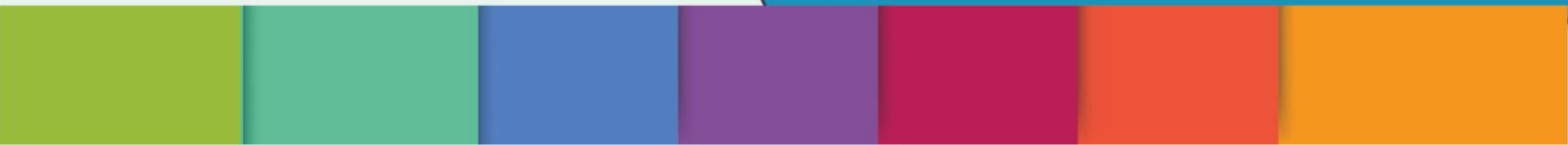


**Education
4Everyone**



Inclusive Education

Guidance for schools, colleges, nurseries
and learning settings.



Our Vision for Inclusive Education

We want to build an inclusive Jersey for children and young people that embraces diversity ensures that all children and young people feel valued and respected, are fairly treated, safe and feel welcomed into education and learning.

Inclusive early years and education settings recognise and respond equitably to the diverse needs of all learners. All learners feel valued, supported, and enabled to develop their full learning, emotional, social, and physical capabilities, and feel well prepared to take their place in the community.

Inclusive Education principles

To help all education settings; including nurseries, schools, colleges, and learning places, to achieve this vision we have created 7 principles for us all to commit to and aim for. They are:

1 Children's Voice

Every child and young person has the right to have a voice, to be included in all matters affecting them and to have their views taken seriously and responded to.

2 Respected and Valued

Each individual and the diversity of the wider community are recognised, respected, and valued.

3 Safe Environment

Learning environments enable engagement and participation and ensure all children and young people feel safe and confident to learn.

4 Wellbeing and Support

The holistic needs and well-being of all children and young people are recognised, understood, and responded to.

5 Learning

Children and young people are supported to learn in suitably adapted ways that recognise their individual need.

6 Working Together

Practitioners collaborate with families/carers, agencies, and other professionals, building positive and meaningful relationships to ensure effective communication and support for all children and young people.

7 Leadership and Responsibility

Leaders¹ are responsible for, role model and champion fully inclusive behaviours and practices.

Inclusive Education guidance

All learning settingsⁱⁱ including schools, colleges and nurseries are encouraged to build a culture where we embrace difference, where barriers are minimised or removed and where every day lived experience, needs and interests of children and young people are recognised and understood.

This guide sets out standards for each principle for nurseries, schools, and colleges on the Island. By working towards these standards, settings will enable all children and young people living in Jersey to receive an inclusive learning experience.

The inclusive education and early years vision and principles align with those of the Jersey Children First practice model which sets out how we should work together to meet the requirements of the Children and young people (Jersey) law 2022 to promote and support the wellbeing and safeguard the welfare of children and young people.

The principles have been developed to consider all difference, align to the UN Convention on the Rights of the Child and ensure settings obligations under Jersey discrimination legislation.

We recognise settings can't do this alone and government, educational support services, agencies, parents, carers and the community all have a responsibility to do their part to build a more inclusive society and support schools in their aim to become more inclusive.

Principle	An inclusive learning setting will ...
<p>1 Children's Voice</p> <p>Every child and young person has the right to have a voice, to be included in all matters affecting them and to have their views taken seriously and responded to.</p>	<ul style="list-style-type: none"> actively engage children and young people's feedback, voice, and opinions, valuing and, considering them seriously to inform planning and decision making and giving them timely feedback. ensure and facilitate accessible communication and engagement for every child and young person, whether verbal or non-speaking, to ensure all have a voice and are heard. actively engage children and young people in decisions about their learning and aspirations for the future. acknowledge that children and young people have a right to be, or choose not to be, involved in decisions that affect them and ensure they are given the support and feel safe to do so.
<p>2 Respected and Valued</p> <p>Each individual and the diversity of the wider community are recognised, respected, and valued.</p>	<ul style="list-style-type: none"> respect all children and young people equally, building and nurturing each one's confidence, sense of self, identity and belonging. recognise and value the contribution made by all children and young people. encourage and foster meaningful positive relationships between all children and young people, supporting them to learn about, understand, respect and value diversity. promote equality of opportunity for all children and young people. empower children and young people to take pride in their cultural heritage, value those of their peers and develop their home and preferred language(s). identify and challenge bias, discrimination, stereotypes and labels, and promote equality of opportunity. support and empower children and young people affected by, or who experience prejudice and/or discrimination.

Principle	An inclusive learning setting will ...
<p>3 Safe Environment</p> <p>Learning environments enable engagement and participation and ensure all children and young people feel safe and confident to learn.</p>	<ul style="list-style-type: none"> • be proactive in making reasonable adjustments and regularly review them, to ensure that the physical, learning, social and emotional needs of children and young people are met. • create an enabling and adaptive environment that helps all children and young people to equitably access learning and experiences alongside their peers. • recognise individual needs and strengths and provide safe spaces, resources and support that help children and young people feel safe, self-sufficient, and confident. • understand that some learners access information and engage in learning differently and use flexible ways to present information, in order that all children and young people can participate in a meaningful way. • use and display resources and materials that reflect the diverse community, promote belonging and are accessible to all. • create and maintain communication friendly environments that consider the needs of all children, young people, and their parents/ carers.
<p>4 Wellbeing and Support</p> <p>The holistic needs and well-being of all children and young people are recognised, understood, and responded to.</p>	<ul style="list-style-type: none"> • assess, understand, and respond to the identified needs of children and young people, informed by their voice and the views of their families /carers. • recognise that behaviour is communication and seek to understand the function and purpose of children and young people's behaviour and provide them with the right support. • support and equip children and young people to learn to recognise and regulate their emotions so that they can enjoy meaningful relationships, learn, and play. • support and equip parents/carers, and practitioners to better understand the needs and strengths of individual children and young people. • understand what is happening in children and young people's lives and communities so that they can be offered appropriate support. • where it is in the best interests of the child or young person, adapt our approach and implement appropriate flexibility in routines in order to create a safe and supportive environment, where they can thrive.
<p>5 Learning</p> <p>Children and young people are supported to learn in suitably adapted ways that recognise their individual need.</p>	<ul style="list-style-type: none"> • ensure the design and delivery of an appropriate curriculum; adapting too and meeting the needs of children and young people enabling them to progress. • identify and minimise barriers to learning to enable all children and young people to meaningfully participate in all aspects of the curriculum while extending learning to challenge and promote each one's ability and development. • track learning, development and progress of children and young people, adapting approaches to ensure the best outcomes for the individual. • value the achievements and progress of all children and young people beyond academic attainment. • Work to ensure that all children and young people feel supported and confident to transition to the next stage of their learning journey, preparing them for independence from an early age.
<p>6 Working Together</p> <p>Practitioners collaborate with families/carers, agencies, and other professionals, building positive and meaningful relationships to ensure effective communication and support for all children and young people.</p>	<ul style="list-style-type: none"> • build positive trusted relationships with the families/carers of children and young people in their setting by using regular, open, honest, and inclusive communication and engagement. • work with, invite the views of and listen to feedback of parents/carers, ensuring they are valued when planning, considering support or making decisions about their child. • understand the communication needs of families/ carers in their community, adapt and respond to ensure information and discussions are accessible. • work with all agencies to support the wellbeing of families/carers in their community, ensuring timely and appropriate information and guidance to enable them to support the needs of their child and their learning. • work together with other settings, agencies, and the community to promote children and young people's wellbeing and safeguard their welfare.

Principle	An inclusive learning setting will ...
<p>7 Leadership and Responsibility</p> <p>Leaders are responsible for, role model and champion fully inclusive behaviours and practices.</p>	<ul style="list-style-type: none"> • have leaders who take responsibility for, establish, and sustain an inclusive culture in their setting and role model this within the community. • implement effective inclusion policies and practices and ensure their staff understand their role in ensuring inclusion for all, supporting them to do so. • create a sense of belonging for all children, young people, and adults so that all feel welcomed, comfortable, valued, and an active part of their setting and community. • ensure development and training opportunities for staff that promote and role model inclusive practices, language, and behaviours, as well as raise awareness within their setting and community. • challenge, and support others to challenge, unwelcoming or discriminatory behaviours, inappropriate language, or practice in their setting. • seek and share best practices, accept support from appropriate professionals and sources to enable the development of inclusive practices in their setting. • ensure that planning and provision embraces the needs of everyone. • regularly review provision and outcomes for all children and young people ensuring all are supported to make positive progress and achieve.

Obligations

Education and early years leaders and practitioners are reminded of their obligation to familiarise themselves with all relevant legislative requirements, in particular:

- Education (Jersey) Law 1999
- Children and Young People (Jersey) Law 2022
- The Early Years Statutory Guidance Requirements
- Discrimination (Jersey) law 2013

In addition, the following guidance and requirements should be followed by all government settings.

Private settings are advised to seek advice on their obligations.

- Jersey Schools Review Framework (2025 version under development)
- SEND Code of practice (subject to review in 2024/5)
- Education and Early Years Policy
- Ordinarily Available Policy (2024 version under development)
- Jersey’s Children’s First Practice model

Guidance and support are available through the CYPES, Schools Improvement and Advisory Service (SIAS) and the Inclusion Service.

ⁱ Leaders in the context of the principle refers to all leaders in context of the guidance it refers to leaders or group of leaders responsible for the strategic planning and operation of the setting.

ⁱⁱ Setting refers to an educational or early years setting such as a nursery, school, college, or other formal learning environment.