



Inclusion Policy

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Document Purpose	To ensure all early years, school settings and colleges within Jersey provide an environment 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.
Author	Associate Director for Education
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Target Audience	All CYPES staff, trainees, early years, school settings and colleges (including fee paying schools).
Circulation List	All CYPES staff, trainees, early years, school settings and colleges (including fee paying schools).
Description	This policy sets out the arrangements that must be implemented within early years and education settings to recognise and respond equitably to the diverse needs of all learners. All learners must 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.
Relevant links	<ul style="list-style-type: none"> • Education (Jersey) Law 1999 • Children and Young People (Jersey) Law 2022

	<ul style="list-style-type: none"> • Early Years Statutory Guidance Requirements • Discrimination (Jersey) law 2013 • Daycare of Children (Jersey) Law 2002
Approval Route	Inclusion Review Board CYPES SLT CYPES Ministerial Team
Review Date	August 2026
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1. Overview

The Government of Jersey wants 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.

In addition, the Government of Jersey is committed to creating a working environment which enables all employees to give their best and promotes equity, fairness and diversity for employees.

2. Scope

This policy applies to all fee-paying and non-fee-paying schools and colleges and is intended as guidance for all registered and regulated providers of early years and education provision on the island.

3. Responsibilities and distribution

It is the responsibility of the Department for Children, Young People, Education and Skills (CYPES) to:

- provide strategic direction for inclusive provision and practice
- allocate resources against a consistent and transparent formula to enable educational settings to meet need
- monitor the quality of provision
- manage the eligibility for entry and the admission arrangements for resourced provision and special schools
- maintain an education team to provide advice, support and training to leaders and staff to support inclusive practice and the ongoing development of inclusive communities
- ensure all children and young people have access to a broad and balanced, relevant and appropriately adapted curriculum

It is the responsibility of Governing bodies, where they are in place, to ensure that there is a policy statement to develop inclusive education as defined under policy standards.

Every public servant has a responsibility to uphold the '[States of Jersey Code of Practice](#)' which requires them to 'promote respect within the organisation, including standards of conduct within the workplace, promotion of equality and fairness in employment and decision making. Must be respectful of differences, and ensure diversity, equality and inclusion through their actions and delivery of services.

In addition, it is the responsibility of the Head teacher / Principal / Manager to:

- role model inclusive behaviours and establish and sustain an inclusive culture in their setting where all children, young people and adults feel welcomed, comfortable, safe, valued and an active part of their setting and community.
- produce and publish a policy statement with supporting guidance outlining their approach, intent and impact regarding inclusion.

- support staff through training and guidance to understand their role and responsibilities in ensuring an inclusive community.
- challenge, and support others to challenge unwelcoming or discriminatory behaviours, inappropriate language, or practice in their setting.
- ensure that planning and provision embraces the needs of everyone.
- ensure the fair and equitable distribution of resources to reduce barriers to learning and participation.
- continually work towards and adapt, where possible, to reduce any barriers to learning and participation for any member of their settings community.

In addition, it is the responsibility of members of staff to:

- be respectful of difference demonstrated through their behaviour, actions and practise
- challenge unwelcoming, inappropriate or discriminatory language and/or behaviours
- follow all agreed policies and in particular teaching and learning and positive relationship polices and ensure inclusive educational practices
- adapting where possible to the specific needs of individuals
- positively contribute to building an inclusive learning environment and community for all

To build inclusive learning settings where all children and young people feel they belong requires everyone in the community of that setting to collaborate and work together.

4. Policy/Standards

The Government of Jersey aims to be inclusive and wants all children and young people to have the best care and education, from early years through to adulthood. An inclusive education system improves the life chances of all young people and helps us to build a better more equal society where people feel valued and belong.

As a government, we are committed to eliminating discrimination promoting equity and fairness for everyone.

To achieve our vision for inclusive education all early years settings, schools, colleges, and other education provisions are required to build a culture which:

- embraces difference
- removes or minimises barriers to learning and participation for all
- where every day lived experience, needs and interests of children and young people are recognised and understood

All early years settings, schools, colleges and other education provisions are required to commit to and aim to uphold the following 7 principles:

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 wellbeing 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** - Leaders are responsible for, role model and champion, fully inclusive behaviours and practices.

For further guidance and more detail visit www.unicef.org.uk

5. Further information and related documents

This policy has been reviewed and strengthened following work undertaken in response to an independent review of inclusive education and early years in Jersey carried out in 2021 by the National Association of Special Educational Needs ([nasen](http://nasen.org.uk)). The review identified recommendations including the need to agree a vision and framework for inclusive education in Jersey.

This policy outlines the commitment of CYPES to inclusive education for the benefit of all children and young people. This policy was co-developed with:

- children and young people
- parents and carers
- school staff, education, early years and childcare practitioners
- third sector representatives and agencies supporting children and young people

This policy aligns to the principles of the [Jersey's 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.

It ensures our obligations under Jersey discrimination legislation align to the [UN Convention on the Rights of the Child](#).

6. Recommendations and Guidelines

The below links to guidance and requirements should be followed by all CYPES education settings. Private settings are advised to seek advice on their obligations.

- [Jersey Schools Review Framework](#)
- [SEND Code of Practice](#)

- [Education and Early Years Policy and Framework](#)
- [Ordinarily Available Policy](#)
- [Jersey's Children's First Practice model](#)

CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change
0.1	June 2011	Principal Educational Psychologist	
1.1	May 2014	Head of Inclusion	Change in ownership from Principal Educational Psychologist to Head of Inclusion
1.2	May 2016	Director – Inclusion and Family Support	Amend name of Department following transfer of functions
1.3	August 2021	Head of Inclusion	Amend name of Department update numbering
1.4	22.11.2021	SLT	Approved
1.5	October 2024	Associate Director for Education and Head of Inclusion	To reflect the vision and principles for inclusive education