

Ellwood Community Primary School

Believe, Achieve, Belong



Inclusion Policy

Date reviewed: February 2026

Next renew date: February 2028

Introduction

The Inclusion Policy should be read in conjunction with other relevant school policies:

- Accessibility Plan
- Anti –Bullying and hate Policy
- Attendance Policy
- Behaviour and Relationship Policy
- Complaints Procedure
- Equal Opportunities and Diversity Policy
- Health and Safety Policy
- SEND Policy
- Staff Code of Conduct Policy

Definition of Inclusion

Inclusion is an ongoing process that celebrates diversity. It involves the identification and minimising of barriers and the maximising of resources to reduce these barriers to learning and participation. These may be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language and social and social background.

Inclusion is about creating a sense of belonging for all pupils, staff and parents. For a child to feel included, they have to feel that they are an integral and important part of the school. There is a requirement to feel wanted, valued, successful and happy.

At Ellwood Community Primary School we celebrate diversity not just within our own school but also with other schools in the local area and further afield.

As a school, we value the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking into account the pupils' varied life

experiences and needs. We offer a deep, broad and balanced curriculum and have high expectations of all of our children. The achievements, attitudes and wellbeing of all our children matter.

This inclusion policy has been written taking in to account our school aims and values. We aim to provide high quality teaching that takes into account the individual needs of every child, in order to ensure that all pupils reach their full potential.

Aims and Objectives

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school. This list is not exhaustive and there may be others not included:

- minority ethnic and faith groups
- children in receipt of Pupil Premium funding and those entitled to Free School Meals
- children with special educational needs (cognition/SEMH) and/or disabilities and their provision
- gender
- gender identity
- sexual orientation
- age
- religion
- race
- pupils with talents, gifted and higher achievers
- any children who are at risk of exclusion
- children who need support to learn English as an additional language (EAL)
- children in care (looked after children and previously looked after)
- vulnerable children e.g., early help/social care involvement
- travellers, refugees and asylum seekers

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges
- differentiating, adapting learning and tasks for individuals and groups
- responding to children's diverse learning needs and social, emotional and mental health needs
- overcoming potential barriers to learning and assessment for individuals and groups of children
- providing other curricular opportunities outside of the National Curriculum to meet the needs of individuals and groups of children (such as speech and language therapy, play therapy etc)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all of our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing children to live in a diverse society?

Roles and responsibilities

The inclusion team is the headteacher, SENDco and Pastoral worker.

The SENDco is Mrs Woodhouse and the pastoral worker is Mrs Rowley.

As a team they:

- monitor the school's SEND and Inclusion policy (implementation and impact).
- monitor and assess inclusive provision;
- identify barriers to learning (in conjunction with TAs and teachers) and help provide staff with appropriate strategies;
- share inclusive expertise, CPD and support the professional development of classroom teachers and teaching assistants;
- purchase appropriate resources;
- organising pastoral support across the school;
- support in safeguarding concerns and actions;
- monitor pupil progress in conjunction with class teachers;
- liaise with parents and professionals;
- support pupils' attendance;
- help to coordinate cross-phase/cross-school transition;
- coordinate external specialist support;
- take a lead role in developing and implementing practices which reflect the school's commitment to positive behaviour and emotional well-being;
- make sure the child has a voice in setting learning targets;

The SENDco and pastoral worker are responsible for keeping the Headteacher informed about inclusive provision and any intervention needed.

All teachers are also responsible for meeting the needs of all pupils in their class.

Teaching and Learning

All children are offered universal support. We aim to give all of our children the opportunity to succeed and reach the highest level of personal achievement. When planning work, teachers take into account the abilities of all children in their class and work is differentiated, adapted or scaffolded to an appropriate level. If they are working at a level lower than that expected for their age, then work will be planned, adapted, scaffolded and for some, targeted support put in place, accordingly and resources that are deemed necessary for the child will be used in lessons and for intervention. Likewise, if a child is working at a higher or greater depth level for their year group, they will be extended to provide a higher level of thinking and challenge. This is the same with talents e.g., sport. We will try and offer activities, leadership or signpost, where possible.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Teachers ensure that children:

- have an effective learning environment;
- have equality of opportunity;
- have positive relationships;
- who are higher achieving are challenged e.g., deeper thinking skills, open ended tasks, risk taking;

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibilities for their own actions;
- participate safely in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging aspirations and targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs in all aspects of school life;

Teachers will identify and challenge any bias or stereotyping within the curriculum or the school's culture. We promote British Values which are incorporated in to the curriculum or are taught and discussed discreetly.

Children with disabilities/Medical needs/SEND/barriers to learning

This school is committed to providing an environment that allows all children full access to all areas of learning and is inclusive for all.

Staff and leaders ensure that:

- the children and their barriers are identified e.g., SEND/ACES (adverse childhood experiences)/SEMH (social emotional and mental health/LAC (looked after child)/attendance/home circumstances;
- that children with medical needs receive care and support in our school. Children will not be denied access to a broad and balanced curriculum simply because they are on medication or need medical support, nor should they be denied access to school or other activities.
- high expectations for all pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being;
- follow the graduated pathway for pupils;
- each child is considered individually (and discussed in pupil progress meetings) and their pace of learning, barriers, needs and equipment/resources are taken into account;
- "Shared conversations" take place each term with parents of SEND/Pupil premium children;
- the effort and concentration needed in oral work, or when using, for example vision aids, word banks, sound mats is taken in to account, multi-sensory;
- lessons are adapted or offers of supported/alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- opportunities for all pupils to take part in educational visits and other activities linked to their learning;
- have a qualified SENDco and LAC teacher;
- link with feeder nurseries and secondary schools;
- signposting parents to the local offer and external professionals and charities which can support them;
- liaise regularly with other professionals;
- approaches are included that allow pupils with a disability to take part e.g., hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science;
- assessment techniques reflect their individual needs and abilities;
- scaffolded learning and adapted tasks are used when needed e.g., writing frames;
- pupils are supported by staff where needs e.g., rephrasing, repeating, chunking, explaining;
- where possible lessons are linked to SEND My Plan targets;

- individual and group support and targeted interventions take place where needed;
- early and accurate assessment of pupils' needs is prioritised;
- information from assessment of pupils' needs is then implemented in to planning, actions and reviews in order to monitor progress and reduce barriers to pupils' learning and/or well-being;
- school involves specialists and external professionals as early as possible, to support pupils' development both academically and SEMH;
- the pupil premium strategy that is well planned and links to pupils needs and is evidence based
- school supports pupils' attendance and readiness to engage with school;
- there is a good working and supportive partnership with pupils, parents, professionals and staff which ensures that pupils' and parents' have a voice and part of the decision making to support pupils. This is mainly carried out through;
- pupils can access the building safely e.g. are wide enough for wheelchair access;
- staff are trained well e.g., ACES, Mental health, behaviour, SEND, Inclusion;

Assessments

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all of its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's SEND governor would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we decide to go ahead with modification of disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows temporary modification or disapplication of the National Curriculum, or elements of it (see footnote).

In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all of our children into account when planning for learning.

Monitoring and Review

The Governing Body will review this policy annually and assess its implementation and effectiveness.

Review: February 2026	By: Mrs Milford	Signed: Mrs Milford
Due to be Reviewed: February 2028		