



Willow Wood Community Primary School Inclusion Policy

Introduction

Willow Wood Community Primary School is committed to equality and inclusion. We recognise the value of diverse environments and strive to promote a culture in which all pupils, staff and members of the community are welcomed and supported to fulfil their potential, irrespective of their background or personal characteristics.

Our school community reflects a wide range of beliefs, cultures, abilities and ethnicities. We are committed to an ethos and culture of inclusion for all pupils irrespective of race, religion, belief, political views, disability, SEN status, gender, gender identify or sexual orientation.

We are an inclusive school where we focus on the well-being and progress of all of our pupils and where all members of our school community are of equal worth. We recognise, respect and value difference and understand that diversity is a strength that enriches our lives. We take account of differences and strive to remove any barriers to learning and development. At Willow Wood Community Primary School we recognise the role that our school plays in addressing the issues of sectarianism, racism, homophobia and intolerance in all its forms in our society. We demonstrate our vision through commitment to the four key principles of integrated education – equality, faith, values and parental involvement. The implementation of this policy will support our school's planning and ethos so that our pupils benefit from this work during their time with us at Willow Wood Community Primary School to fulfill their full potential.

We oppose all forms of unlawful and unfair discrimination, bullying and harassment. As a school community, we recognise the need to champion equality and ensure inclusion for all pupils in the full life of our school; where appropriate making necessary adjustments to enable everyone's participation in all aspects of school.

At Willow Wood Community Primary School we believe that education, both formal and informal, is fundamental to equality of opportunity. It prepares young people for life and is a powerful influence on access to and advancement of further education and employment. All pupils should be able to learn and develop fully in a truly diverse and inclusive environment.

All of our policies and practices are fully inclusive and supportive of a welcoming culture for all and this is evidenced in our practices and procedures.



Values

At Willow Wood Community Primary School we maintain that learning should be active, rewarding, meaningful, exciting and accessible. We believe in child-centered teaching and learning and believe in working closely with parents and pupils to ensure all pupils reach their full potential regardless of gender, religious, social, ethnic, linguistic and educational backgrounds. We are committed to providing a stimulating, caring and safe environment for our pupils alongside a range of exciting, supportive and challenging teaching and learning experiences. Our curriculum reflects the diversity of the school community.

We believe in encouraging our pupils to try their best, take pride in their work, to recognise the importance of high standards of presentation and behaviour and to respect and accept everyone in our school community.

We believe in the centrality of good relationships within the school community and believe that everyone has a valuable contribution to make. We encourage good self-esteem, mutual respect and understanding and acceptance. We maintain that our delivery of a broad, well-balanced and flexible curriculum will ensure that these qualities are developed and that the pupils knowledge, skills and capabilities will be enhanced.

We believe that our school community can be a model for society, where acceptance and diversity go hand in hand, so we aim for balance and equality in our school community.

This policy is supplemented by a range of other policies listed below. It is our belief that equality and inclusion is central to all we do. We aim to maintain an ethos that welcomes diversity and promotes equal opportunity for all; ensuring all our pupils and their families feel valued and supported and making sure that equality and inclusion is evident in everyday school life. In the implementation of these policies, the content and delivery of our curriculum and the ethos of our school, we aim to empower our pupils to embrace diversity and challenge discrimination. We equip our governors and staff to fulfill their legal responsibilities, and ensure that our school's safeguarding procedures are comprehensive, inclusive and followed.

Put simply, inclusion underpins all our school policies and procedures.

Complementary Policies and Documents-

- Anti-bullying policy
- Safeguarding policy
- Staff code of conduct
- PSHE policy
- Self-regulation and behaviour policy



- RSE policy and scheme
- RE policy and curriculum
- SEND policy and related documents
- Accessibility policy
- Supporting Children with Medical Conditions Policy
- Attendance and Absence Policy
- School Uniform Policy
- CLA Policy
- Complaints Procedures Policy

Legal Framework

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation
- Data Protection Act 2018
- DfE Equality Act and Schools (2014)
- DfE Promoting The Education of Looked After Children and Previously Looked After Children (2018)
- DfE Gender Separation in Mixed Schools (2018)
- DfE The Equality Act 2010 Advice For Schools
- DfE Mental Health and Wellbeing Provision In Schools (2018)

Roles and Responsibilities

Role	Responsibilities
Governing Body / SLT	Promote equality, allocate resources, review progress, and monitor inclusion as part of governance.
Inclusion Lead/SENCo	Lead provision, assess needs, coordinate interventions, liaise with families and external agencies.
Class Teachers	Adapt lessons, monitor progress, collaborate with support staff, integrate inclusion within the classroom.
Support Staff	Deliver programs, report on pupil progress, assist with adaptation.



Pupils & Families	Engage in setting targets, review meetings, feedback, and shaping school practice.
-------------------	--

The Governing Body will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:
 - Admissions
 - The way the school provides education for its pupils
 - How pupils are provided with access to benefits, facilities and services.
 - The exclusion of a pupil or subjecting them to any other detriment.
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the headteacher.

The Headteacher will:

- Implement and champion this policy, ensuring that all staff and pupils apply its guidelines fairly and in all situations.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as develop their skills and knowledge.
- Review and amend this policy, considering any new legislation and government guidance and previously reported incidents, in order to improve procedures.
- Ensure that appropriate support and counselling is made available for pupils who require immediate interventions, parental assistance and personal support.

The staff will:

- Be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles.
- Have due regard to the sensitivities, needs and personal circumstances of each pupil and not provide material or care that may cause harm, upset or offence.
- Act as a role model for equality, diversity and inclusion across the whole school community.



Purpose

This policy ensures all pupils—regardless of background, needs, or ability—have equitable access to a high-quality, ambitious education within a school culture where inclusion is at the heart. It reflects expectations from the updated EIF, underpinned by the Equality Act 2010 and Public Sector Equality Duty.

The Equality Act 2010 requires schools to publish information to show how we are working to:

- Eliminate discrimination
- Advance equality of opportunity between people who share a protected characteristic and those who do not share it
- Foster good relations between groups of people

The protected characteristics which relate to a primary school are-

- Disability
- Sex
- Sexual orientation
- Race
- Religion and belief

Other groups of pupils we believe it is also important to consider are –

- Looked after pupils / pupils who were previously looked after
- Young carers
- Pupils eligible for free school meals or who are living in poverty
- Pupils who are in or have previously been within the social care system
- Pupils with long-term medical needs that may affect their attendance

This forms part of our published information and is designed to show information that will be most useful and interesting to our families. On our website we have published our Equality Plan, Accessibility Plan and our Anti-Bullying Policy.

At Willow Wood Community Primary School, we strive to treat each member of our community as an individual; to make each individual feel valued and to teach our pupils to do the same. To do this we all need to learn what we have in common as well as valuing our many differences. Our pupils learn best in an environment where everyone feels equal, safe and welcome. We believe that everyone has the same rights but may have different needs and so making school 'fair' for everyone is not about giving everyone the same thing.



As well as teaching our pupils about equality and diversity through the curriculum and in particular through our PSHC curriculum, we also regularly discuss these ideas and principles with pupils in assemblies and aim to reflect these values in our day-to-day interactions both with the pupils but also with each other.

We teach pupils about the use of banter and ‘put downs’ as well as prejudicial language and our playgrounds and classrooms are safe places to be. The equality message is loud and strong, and we involve our pupils in ensuring that this remains so; reinforced by our Inclusion Charter. Our pupils and staff refer to the charter when discussing topical issues in class linked to curriculum areas and also when managing behaviours and planning our curriculum.

Ofsted 2023 noted:

‘Pupils have a strong sense of fairness. They learn about differing cultures and world views through lessons and assemblies. They take part in charity work. Pupils learn about different careers.’

‘Pupils with SEND keep up with their peers and achieve well. This is because leaders develop effective support plans and make regular checks on provision. Leaders work closely with parents and external agencies to support pupils with SEND. In lessons, staff deliberately repeat key information and provide extra advice and feedback.’

Terminology and what it means to us:

Sex	<ul style="list-style-type: none">-Sex refers to a pupil’s biological assignment at birth depending on their reproductive organs. We understand that some pupils identify as a gender different to the one they were assigned at birth and we will support pupils through their transitioning phases.-We will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes.-The school will only separate pupils by sex where there is reasonable justification for doing so or if one of the following applies – 1. Pupils will suffer a disadvantage connected to their sex. 2. One sex has needs that are different to the needs of the other sex. 3. Participation in an activity by pupils of one sex is disproportionately low.-Pupils will be offered equal opportunities to undertake any activity in the school.-There may be occasions where we deem it necessary to teach some subjects in single-sex classes but we will ensure that such classes do not give pupils a disadvantage when compared to pupils of the other sex in other classes.-Where a subject is taught in a single-sex class, trans pupils will be allowed to attend the single-sex class that corresponds with the gender they identify with.
------------	--



	<p>-Pupils age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunity to participate in comparable sporting activities, where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount</p>
Race and Ethnicity	<p>-We will ensure the pupils of all races and ethnicities are not singled out for different or less favourable treatment from that given to other pupils; regularly reviewing our school practices to ensure that they are fair.</p> <p>-We will ensure that pupils with EAL are treated equally and fairly, while ensuring that they are supported at all times.</p> <p>-We will not segregate pupils on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated and that such actions will always be viewed as direct discrimination.</p> <p>-We may take positive action e.g. organising open days or visits for pupils and families of a specific race that is under-represented, to address particular challenges affecting pupils of one racial or ethnic group, where this can be seen to be a proportionate way of dealing with such issues.</p>
Disability	<p>-We will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes a mental health issue, regularly reviewing that our school practices are fair.</p> <p>-We will avoid implementing rules that could have an adverse effect on pupils with disabilities unless it is for legitimate reason and a proportionate way of achieving that legitimate aim.</p> <p>-We will ensure that we do not discriminate against pupils with disabilities because of something which is a consequence of their disability unless it is for legitimate reasons e.g. their safety and is a proportionate way of achieving this legitimate aim.</p> <p>-We will make any reasonable adjustments and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has a SEND need but does not have an EHCP plan.</p> <p>-We will meet our duty to undertake accessibility planning for pupils with disabilities and ensure that there is an Accessibility plan which is implemented and reviewed as necessary.</p> <p>-The school adheres to our SEND policy containing further information addressing equal opportunities for pupils with SEND.</p> <p>-We will ensure that any medical conditions related to pupils with protected characteristics is fully supported in line with our Supporting Pupils with Medical Conditions policy.</p>
Religion and Belief	<p>-We will ensure that pupils are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair.</p>



	<ul style="list-style-type: none"> -We will ensure that pupils are provided with the appropriate space in which they can practice their faith e.g. perform their daily prayers. -Absences in relation to religious observances will be handled in accordance with the schools attendance policy. -The school will liaise with local religious leaders of all faiths to inform the amount of leave pupils need to fulfill religious observance. -We will ensure all pupils are taught about all faiths and religions so that they can be respectful of the beliefs of others.
Sexual Orientation	<ul style="list-style-type: none"> -We will ensure that all LGBTQ+ pupils or the children of LGBTQ+ parents are not singled out for different or less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair. -We will ensure that pupils are taught about the nature of marriage and relationships. We will educate pupils on positive relationships, families and gender identities within the LGBTQ+ community. -RSE lessons will be taught in accordance with our relationships and Sex Education Policy. -We will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory. -We will support LGBTQ+ pupils to feel comfortable and ensure that they can celebrate their identify. -We will ensure that there is a designated safe space within our school where pupils can discuss issues of sexual orientation without fear of discrimination.
CLA	<ul style="list-style-type: none"> -CLA and previously CLA will be given the highest priority for admissions, as per the requirements of the schools admissions policy. -We will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after. -A personal Education Plan will be created and implemented for all CLA children to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind. -We will ensure that any SEND that CLA pupils have are duly taken into account and addressed, whether this is with or without an EHCP. -The school adheres to our CLA policy containing further information addressing equal opportunities for CLA.
Curriculum	<ul style="list-style-type: none"> -We believe that pupils should be exposed to thoughts and ideas of all kinds, however, challenging or controversial and will not make any unjustified changes to our curriculum content on the grounds of any protected characteristics that a pupil may have. -We will ensure that the curriculum is as balanced as possible and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.



Gender Equality at Willow Wood Community Primary

What this means to us:

- Stereotyping means expecting girls and boys to behave or look a particular way. We recognise that there is still incredible pressure in society for us to conform to gender specific roles/ looks and we need to teach pupil about this
- We value individuality and this includes individuality in pupil who don't want to act or dress in a way that is 'typically like a boy' or 'typically like a girl'. This is reflected in our uniform policy.
- We respect and support pupil's gender identities whether they accept, question or want to change the gender ascribed to them at birth. Working alongside families and reaching out to external agencies.

How do we promote gender equality?

- Staff use language carefully to reflect gender equality (for example: we wouldn't say 'ladies first', we would teach the pupil about letting each other through a door as a polite thing to do; we would talk about fire-fighters not firemen; police officers not police men or women; nurse not male nurse which suggests a man as a nurse is unusual)
- Teachers don't ask pupils to get into boy and girl groups / teams (e.g. for PE)
- We provide a balanced sporting offer for all pupils and monitor up-take of all clubs
- We make sure that there is a gender balance to our pupil surveys; school councils etc. so that we hear the voice of boys and girls equally
- We teach the pupil about stereotyping within the curriculum, and we check toys / displays / book corners
- We challenge stereotypes through the books we read pupils; choices of images we present etc.
- We analyse all our data by gender to check if there is an issue we need to address (e.g. improving the attainment of boys in writing)

What we avoid/don't tolerate:

- We don't tolerate derogatory language in relation to gender (for example: calling a boy 'a girl' to make him feel bad; calling a girl a tomboy because she plays football)
- We try to make sure reading books reflect our gender equality policy. If you find a book that you think gives the wrong message, please tell your child's class teacher – we won't be offended (some may slip through the net and we will be able to use them to teach pupil about gender equality). We do have books that are obviously aimed at girls or boys, and we know these appeal to pupil – we are more worried about stories that give stereotypical messages about girls' or boys' roles in the world



- We are creating more sporting opportunities for girls and in particular competitive team events. We also enter pupils with Special Educational Needs and Disabilities
- We want to support more boys to explore activities deemed typically 'female' (e.g. dance; textiles; netball)
- We increase pupil's understanding of gender stereotyping and sexism and begin these discussions earlier, from the beginning of EYFS. This includes curriculum developments and everyday learning and teaching practice (e.g. resources; worksheets; PowerPoint images; displays)

Relationships at Willow Wood Community Primary School

What this means to us:

- We value all family types as equally special and recognise that pupils need to be proactively taught that other pupils' families can be different to their own family type.
- We will make all families feel equally valued and help pupils from different family types to get on well together
- We will celebrate families within the RSE / PSHE curriculum. Our hope and experience is that celebrating family diversity encourages pupils to share and therefore educate other pupils about the variety of family types in our community
- We use the term 'grown ups' as a general term rather than 'mums and dads' to refer to pupil's significant adults so that pupils who live with one parent; 2 mums; 2 dads; foster parents or who live with extended family don't feel that their own family make-up is not included. We ask club providers to use this language too. Not only do we avoid certain terminology and derogatory language, we also actively talk about different family types and pupils regularly hear all family types recognised in our language. We buy books that include a variety of family types.
- We realise that there are financial inequalities between families at Willow Wood Community Primary School and, via our Poverty proofing audit, aim to ensure no family or child is excluded from a school event or activity for financial reasons and that we do not add stress or embarrassment to families.
- In Relationships and Sex Education we teach the pupil that babies are conceived in different ways (conception teaching formally happens in key stage 2 but questions can begin before then and will be answered in an age-appropriate way) – a parent/carer letter / notification is always sent prior to lessons being delivered or if an incidental conversation occurs, parents / carers are notified.
- We recognise that pupils who are adopted into families or fostered (including family fostering arrangements and SGO's) often have specific needs and may need additional care. Staff are trained in attachment theory and Adverse Childhood Experiences. We are sensitive to areas of the curriculum / the calendar year that may affect pupils (e.g. we don't celebrate Mothering Sunday; we are careful to talk to parents/carers before naming ceremony RE lessons or conception RSE lessons; we know birthdays or anniversaries can be a time of stress).



We know that change and transition are sensitive times for pupils with attachment difficulties and will work with parents/carers to support this. We can also celebrate fostering or adoption days if a pupil would like to do so.

- Comprehensive poverty proofing action plan in place.
- We are aiming to increase visual representations of different family types throughout the school.

What we avoid/don't tolerate:

- We don't tolerate any derogatory language, banter or unkindness about families and deal with them seriously – we take any put-down as an opportunity to educate pupil about diversity and equality.
- We teach pupils about homophobia and homophobic language. The casual use of 'gay' as a negative adjective is never tolerated and pupil are taught why this can never be acceptable.
- We never leave pupils out of trips because their grown-ups can't afford to pay for them and we provide a free place in each fee-charging clubs.

SEND and Disability at Willow Wood Community Primary School

What this means to us:

- We celebrate different abilities in many ways while also supporting the specific needs pupils may experience. We teach pupils to celebrate difference and that difference is not about lack or less but about rights, needs, attitude and access. We teach the pupil that equality is not about everyone getting the same but about everyone getting what they need.
- If your child is joining our school and has a disability, we recognise that you will need additional time with school staff so you can tell us about your child's needs (you are the expert) and for us to explain how we will work towards meeting your child's needs.
- We recognise that helping your child be equally included may need specific support and we will work with you and other agencies to ensure we do this well.
- Disabilities can affect a child's achievement or social experience in very different ways. Although achievement is a major factor, we also are clear that a child's social experience is vital to a good education and can help your child achieve a positive social experience in a variety of ways.

How do we promote disability equality and help all pupils get on well together?

- We teach pupils about disability equality through the curriculum via specific units of work as well as our general language and attitude.
- Occasionally, and with parental consent/involvement, we support disabled pupils to teach their peer group about their specific needs to enable pupils to support and understand those pupils better. Pupils respond to this incredibly well. Difference is often obvious to pupils and this benefits from being discussed and accepted openly to support positive relationships. Pupils have become so confident about their differences that they have been enabled (as older primary pupils) to talk



to their whole class or the school about their own disabilities (e.g. autism) and this has always had a positive impact.

- All pupils at Willow Wood Community Primary School have equal access to all of school life. This includes clubs and trips including residential trips.
- Pupils may become diagnosed with a learning disability during their time at Willow Wood Community Primary School (e.g. dyslexia). We have clear pathways to diagnosis of specific learning difficulties / disabilities and parents/carers will be involved with this process and given information about support offered as a result. You are welcome to discuss any concerns about your child's development at any time and will receive information about additional support at least twice a year at parents' evenings and three times per year at specific SEND parent twilight meetings. Please come and talk about anything you don't understand or anything about which you would like more information. We follow the SEND Ranges guidance as part of Together for Children's Ordinarily Available Offer.
- We have increased the representation of disabled people in our school. This includes curriculum developments (every subject leader's action plan aims to develop diversity within their curriculum area) and everyday learning and teaching practice (e.g. resources; worksheets; PowerPoint images; displays; (e.g.) historical / scientific contributions of disabled people).
- We have developed pupil's understanding of individual needs/ different ways of playing to improve social experiences for some disabled pupils.

What we avoid/don't tolerate:

- We talk to the pupils about different skills, achievements and abilities. We know that pupils/people can be competitive, so we plan learning with all pupil groups considered and generally as mixed attainment groupings. They are specifically taught how to include everyone and how to listen to each other's ideas respectfully.
- We treat derogatory language related to ability/disability seriously. These can include language pertaining to high attainment (e.g.: geek; nerd) or low ability / attainment (e.g.: thick; stupid). Such put downs are unusual and are dealt with immediately.

Race and Heritage Equality at Willow Wood Community Primary School:

What this means to us:

- We value all our pupils as individuals and value the diversity of racial and cultural heritage within our community. As a school with a relatively small ethnic minority community, we feel it is especially important to value and make visible not only the races and cultures represented within our community but those that are not currently represented – and to do this in a planned and proactive way.

How do we value all the pupils' cultures and help pupils from different communities get on well together?



- Through our curriculum delivery, music performances, delivery of Picture News Assemblies and Jigsaw programme, we find as many opportunities as possible within the curriculum to teach the pupils about other cultures and ethnicities (e.g. Culture week).
- We ensure staff have strategies and practical ideas for embedding Equality, Diversity and Inclusion across the school to proactively create an environment where pupils feel safe, valued and engaged.
- We teach pupils about Gypsy, Roma and Traveler cultures in the curriculum and assemblies.
- We make sure toys, displays, books etc. reflect a range of people from different cultures and avoid stereotypes.
- We have assemblies and teach the pupils about refugees as part of the curriculum.
- We celebrate Black History Month in assemblies and are developing a more diverse / hidden history curriculum.
- We hold annual culture weeks / language days where we celebrate all the pupils' languages and invite members of our community to come and talk about their cultures.
- Good To Be Me assemblies and PSHE units help all pupils understand and respect our range of identities.

What we avoid/don't tolerate:

- We teach pupils about Gypsy, Romany, Traveler insults (pikey, gyppo etc.) and do not tolerate their use; derogatory language is never tolerated.
- We have developed a proactive 'everyday' curriculum as well as specific lessons to explore skin colours and cultures (e.g. different foods at lunchtime, DT work etc.) from the start of nursery.
- To increase representation of skin colours and cultures in our school. This includes curriculum developments (every subject leader's plans will include diversity within their curriculum area) and everyday learning and teaching practice (e.g. resources; worksheets; PowerPoint images; displays.)

Religious or Belief Equality at Willow Wood Community primary School:

What this means to us:

- We value the diversity of religious belief and other philosophical beliefs (e.g. humanism) within our local and wider community. We also respect the right to have no religion or belief.
- We believe that religious/belief education plays an important role in helping to keep our community a tolerant and inclusive place in which to live.

How do we value all the pupils' beliefs and help pupils with different beliefs get on well together?

- Our Religious Education curriculum gives young people the opportunity to develop an understanding of their own and other people's beliefs and therefore helps young people live in a diverse society.
- We regularly invite representatives from different faiths communities to speak in our RE lessons.
- Pupils also make regular visits to different places of worship within our community.



- Our Assemblies programme includes exploration of important ideas and stories from different faiths around the world.
- Pupils are encouraged to ask questions and explore the big ideas raised in stories from a range of faiths.
- We respect the right of families to celebrate key religious festivals and authorise absences accordingly.

What we avoid/don't tolerate:

- Derogatory language related to belief or religion are never tolerated.

Legal & Inspection Requirements

- Equity & Human Rights: Comply with the Equality Act 2010 and Human Rights Act 1998, including the Public Sector Equality Duty.
- Ofsted Inspection: Inclusion is a standalone inspection area, graded on a 5-point scale (Exceptional → Urgent Improvement), and evaluated across all teaching areas.
- Safeguarding: Must always be 'met' — inclusion supports learners who face barriers.

Definitions

- Inclusion: Ensuring every pupil—disadvantaged, SEND, looked-after, or otherwise vulnerable—is supported to fully participate, learn, and achieve.
- SEND (Special Educational Needs & Disabilities): As defined in the SEND Code of Practice, including pupils with EHCPs.
- Disadvantage: Including socio-economic, social care status, or other barriers related to protected characteristics.

Principles

- High Expectations for All: Ambitious goals for every pupil, no exceptions.
- Early Identification & Assessment: Timely, accurate identification of needs.
- Personalised Support: A cycle of planning → action → review to reduce barriers.
- Collaborative Planning: Involvement of pupils, families, professionals, and external specialists.
- Pupil Voice: Regular input from targeted pupils to shape provision and culture.
- Strong Governance: Leadership ensures inclusion is monitored, funded (e.g. pupil premium, high needs funding), and evaluated for impact.



Curriculum Accessibility & Adaptation

- Provide high-quality teaching differentiated and scaffolded to meet all pupils.
- Reasonable adjustments in line with Equality Act and EHCP requirements.
- Monitoring curriculum access and adjusting promptly where barriers arise.
- Supported by pupil-premium strategy embedded across the curriculum.

Processes for SEND & Support

- Referral & Assessment: Teachers identify needs; SENDco's and the Inclusion Lead coordinates internal/external assessments and referrals / information sharing with external agencies.
- Support Planning: Individual support plans (EHCP or school-led) detailing outcomes, interventions, review cycles.
- External Input: Utilise specialist services when necessary.
- Regular Reviews: At least termly monitoring and evaluation.
- Alternative Provision: If students attend AP, ensure commissioned placements are effectively monitored.

Pupil Voice & Engagement

- Conduct pupil interviews, survey, and focus groups to understand inclusion in daily experience.
- Feedback loops: Use pupil input to shape and refine provision, ensure belonging.

Staff Training & Development

- All staff trained in inclusive & anti-discriminatory practice.
- SENCo and DSL to receive regular updates on SEND law, safeguarding, and inclusion best practice.
- Promote a whole-school culture of inclusion, equity, and anti-bullying by:
 - Ensuring all pupils are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
 - Ensuring that as far as possible, that the Governing Body and staff reflect the full diversity of the local community.
 - Provide an environment where prejudicial assumptions, attitudes and behaviours are continually challenged.
 - We will instill in pupils an awareness of prejudice and give them confidence that it can and must be eradicated.



- Provide a variety of educational and residential visits that expose pupils to a wide range of cultural experiences.
- Ensure equal access to opportunities, such as extra-curricular activities and the curriculum.
- Take care in their use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic they may have.
- Staff coaching opportunities.

Monitoring, Evaluation & Reporting

- Data tracking: Attendance, attainment, behaviour, social inclusion markers for all pupil groups.
- Evaluation: SLT and governors review inclusion through data, case studies, and qualitative feedback.
- External review: SENCo/SLT lead mock inspections or peer review to assess inclusion readiness.
- Reporting: Publish policies, SEND Information Report, and pupil premium strategy online.
- Ofsted readiness: Maintain documentation and evidence of impact across the six core areas inspectors examine.

Aiming for 'Exceptional' Inclusion

- Proactively embed inclusion across all strategic planning and operations.
- Share innovative practices with other schools and the wider education community.
- Maintain continuous improvement through rigorous self-evaluation and reflection.
- Work towards achieving the Inclusion Quality Mark Accreditation.

Policy Review

This policy will be reviewed annually or sooner in response to changes in legislation, Ofsted EIF updates, or emerging school needs.