



Inclusion Policy

Introduction

In our school, the teaching and learning, attitudes, wellbeing and sense of belonging of every child are central to all that we do. We are committed to providing an inclusive, ambitious and supportive learning environment in which all pupils feel valued, respected and able to achieve, participate and belong.

Our approach to inclusion is rooted firmly in the school's values and mission statement, which guide all aspects of school life.

- **Caring** underpins our commitment to providing a welcoming, safe and happy environment where every pupil feels a sense of belonging and is supported to thrive.
- **Creativity** reflects our belief that all pupils should have opportunities to explore, learn, apply new skills and excel, with teaching and provision adapted so that barriers to participation and achievement are reduced or removed.
- **Respect** shapes how we value diversity within our school community, ensuring that all pupils are treated with equality, dignity and consideration, and that positive attitudes towards difference are actively promoted.
- **Integrity** drives our commitment to fairness, honesty and doing the right thing, particularly in ensuring that pupils who face disadvantage or additional needs receive appropriate support and advocacy.

Through these values, we aim to ensure that Water Mill children are proud of what they have achieved, become creative and independent learners, and are well prepared for the future. Inclusion is therefore not an additional aspect of our work, but a fundamental expression of who we are as a school.

This Inclusion Policy sets out how we ensure equality of opportunity and high expectations for all pupils, regardless of age, gender, ethnicity, faith, disability, special educational need, language background, socio-economic circumstance or prior attainment. It reflects current statutory guidance.

Statutory and Policy Framework

This policy is underpinned by, and should be read alongside, the following legislation and statutory/non-statutory guidance (as updated from September 2025 and November 2025):

- Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils, the Public Sector Equality Duty (PSED) and the requirement to publish equality information and objectives; and Schedule 10 and section 88 duties on schools to have and review an Accessibility Plan.
- SEND Code of Practice: 0 to 25 years (statutory guidance) – expectations for identification of need, the graduated approach (*Assess, Plan, Do, Review*), partnership with parents/carers, and working with the local authority and external agencies.
- Early Years Foundation Stage (EYFS) Statutory Framework – group and school-based providers (effective 1 September 2025) – where the school provides early years provision.
- Keeping Children Safe in Education (KCSIE) 2025 (statutory guidance; effective 1 September 2025) – safeguarding and child protection responsibilities for all staff and governance.
- Prevent Duty Guidance (England & Wales, 2023; in force 31 December 2023) – safeguarding pupils from radicalisation and extremism.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE statutory guidance; revised guidance published July 2025 to support implementation from 1 September 2026).
- Ofsted Education Inspection Framework (EIF) (for use from November 2025) and the School inspection toolkit (from 10 November 2025), including expectations for inclusion, safeguarding, curriculum, behaviour, attendance and personal development.
- Supporting guidance on meeting the PSED in schools, including the Equality and Human Rights Commission (EHRC) guidance on implementing the equality duty in schools.

This policy links with (and does not replace) the school's: Safeguarding and Child Protection Policy, Behaviour Policy, SEND Policy and SEND Information Report, Accessibility Plan, Equality Objectives, Attendance Policy, and RSHE/PSHE Policy.

Aims and Objectives

Our school aims to be a fully inclusive community where diversity is recognised as a strength and where barriers to learning, participation and wellbeing are identified early and reduced or removed wherever possible.

We are committed to promoting equality of opportunity and positive outcomes for all pupils, including:

- Girls and boys;
- Pupils from all ethnicities, cultures and faith backgrounds;
- Pupils who require support to learn English as an Additional Language (EAL);
- Newly arrived pupils;
- Pupils with special educational needs and/or disabilities and/or special educational needs (SEND) or medical needs;
- High-attaining and high-potential pupils;
- Pupils at risk of disaffection, poor attendance or exclusion;
- Looked After and Previously Looked After Children;
- Pupils who are disadvantaged, including those eligible for Free School Meals (FSM) within the last six years.

Our objectives are to:

- Maintain high expectations and aspirations for every pupil;
- Ensure early identification of need and a graduated response (*Assess, Plan, Do, Review*);
- Provide high-quality, inclusive teaching as the first response to need;
- Promote positive relationships, wellbeing and a strong sense of belonging;
- Work in partnership with pupils, parents/carers and external agencies;
- Monitor, evaluate and continually improve inclusive practice across the school.

Curriculum, Planning and Assessment

The National Curriculum provides the framework for our curriculum planning. We adapt and personalise learning to meet the needs of individuals and groups of pupils through:

- Setting suitably challenging learning objectives;
- Responding to diverse learning needs through adaptive teaching;
- Using a range of strategies to overcome potential barriers to learning and assessment;
- Providing additional or alternative curricular opportunities where appropriate;
- Seeking advice and support from relevant external agencies;
- Regular monitoring, assessment and review of pupil progress, attainment, engagement and wellbeing.

This approach supports the Ofsted focus on how well schools identify and meet pupils' needs and enable all pupils to achieve.

Teaching and Learning

High-quality teaching is at the heart of our inclusive practice and is the first response to meeting the needs of all pupils. We are committed to ensuring that every child is supported to access, engage with and succeed in the age-related curriculum for their year group, wherever possible.

Teachers plan and deliver lessons that are ambitious and inclusive, using a range of strategies to remove barriers to learning. This includes:

- Consistently high-quality, well-structured teaching rooted in a strong understanding of the curriculum;
- The use of appropriate scaffolds (such as modelling, prompts, visual supports, pre-teaching and guided practice) to enable pupils to access learning at their year-group expectations;
- Flexible scaffolding that is adapted or reduced as pupils gain confidence and independence;
- A strong emphasis on oracy, with structured opportunities for talk, discussion, vocabulary development and spoken rehearsal to support all pupils in accessing and expressing their learning.

Teachers are responsible for the progress of all pupils in their class and adapt teaching in response to ongoing assessment. Where a pupil's attainment is below age-related expectations, work is carefully planned to meet individual needs while maintaining high ambition. This may include:

- Additional or adapted support within lessons;
- Targeted interventions linked to pupils' Individual Target plans;
- Regular monitoring and review of progress to evaluate impact and inform next steps.

Where a pupil's attainment exceeds age-related expectations, teachers provide increased challenge through greater depth, breadth and application of learning, rather than acceleration alone.

Teachers ensure that pupils:

- Feel safe, secure and confident that their contributions are valued;
 - Are supported to articulate their thinking and learning through purposeful talk;
 - Experience teaching that promotes independence, resilience and success;
 - Are encouraged to participate fully, regardless of disability, special educational need or medical condition.
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Roles and Responsibilities

In line with the SEND Code of Practice (2015), inclusion and SEND are the responsibility of everyone in the school community. Clear roles and responsibilities ensure a consistent, graduated and collaborative approach.

Headteacher

The Headteacher has overall responsibility for inclusion and SEND and will:

- Ensure that the SEND Code of Practice and Equality Act duties are implemented effectively;
- Promote a whole-school culture of high expectations, inclusion and belonging;
- Ensure that high-quality teaching is in place for all pupils as the first response to need;
- Ensure that appropriate resources and staffing are allocated to meet pupils' needs;
- Work with the SENCo and governing body to monitor the effectiveness of SEND and inclusion provision;
- Ensure that staff receive appropriate training and professional development;
- Ensure that safeguarding and SEND duties are aligned.
- Ensure that all pupils have access to quality extracurricular activities.

Special Educational Needs Coordinator (SENCo)

The SENCo plays a key role in coordinating SEND provision and will:

- Oversee the day-to-day operation of the school's SEND policy;
- Coordinate the identification and assessment of pupils with SEND;
- Support class teachers in using the graduated approach (*Assess, Plan, Do, Review*);
- Advise on the deployment of resources and support staff;
- Liaise with parents/carers and involve them in planning and reviewing provision;
- Work with external agencies and the local authority;
- Maintain accurate SEND records and contribute to statutory processes, including EHCPs;
- Monitor and evaluate the impact of SEND provision across the school;
- Support transition arrangements within school and to the next phase of education.

Class Teachers

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND. They will:

- Deliver high-quality, inclusive teaching that meets the needs of all pupils;
- Identify pupils who may need additional support and raise concerns early;

- Use ongoing assessment to plan and adapt teaching;
- Implement and review support strategies and interventions;
- Work closely with the SENCo and support staff;
- Communicate regularly with parents/carers about progress and support;
- Contribute to review meetings and target setting.

Support Staff

Support staff work under the direction of the class teacher and SENCo and will:

- Deliver targeted interventions and support as planned;
- Promote independence rather than dependency;
- Provide feedback to teachers on pupil progress and engagement;
- Support inclusion, wellbeing and positive behaviour;
- Contribute to reviews of pupil progress.

Parents and Carers

Parents and carers play a vital role and are encouraged to:

- Share information about their child's strengths and needs;
- Engage in planning and reviewing support;
- Support learning and wellbeing at home;
- Communicate regularly with school staff;
- Work in partnership with the school to support progress.

Pupils

Pupils are encouraged to take an active role in their learning and support. They will:

- Share their views, strengths and concerns;
- Be involved in setting and reviewing targets, where appropriate;
- Contribute to decisions about what helps them learn;
- Develop independence, resilience and self-advocacy.

Governing Body

The Governing Body will:

- Ensure that statutory duties relating to SEND and inclusion are met;
- Monitor the effectiveness of the school's SEND and inclusion provision;
- Ensure that appropriate policies are in place and reviewed regularly;
- Appoint a governor with responsibility for SEND;
- Hold leaders to account for outcomes, inclusion and use of resources.

- Review and monitor the Pupil Premium Strategy Statement.
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Inclusive Adaptations

Some pupils in our school have disabilities and/or special educational needs and may require reasonable adjustments or additional resources to access learning. In line with the Equality Act 2010, we are committed to removing barriers and ensuring pupils with disabilities and/or special educational needs are not placed at a substantial disadvantage.

The school environment is adapted where possible to improve accessibility, including wheelchair access via the main entrance and ground-floor classrooms. Our Accessibility Plan sets out further actions.

Teachers adapt teaching and learning by, for example:

- Allowing additional time to complete tasks;
- Providing alternative or adapted resources;
- Planning opportunities to develop practical and independence skills.

Teachers ensure that learning:

- Takes account of pupils' pace of learning and equipment needs;
 - Recognises the physical and cognitive effort required;
 - Is adapted or provides alternatives where necessary;
 - Enables participation in educational visits and enrichment activities;
 - Uses assessment approaches that reflect individual strengths and needs.
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Disapplication and Modification of the National Curriculum

The school may, in exceptional circumstances, modify or disapply aspects of the National Curriculum and assessment arrangements in line with statutory guidance. This is considered only when all reasonable adjustments, differentiation and additional support have been explored.

Any decision to modify or disapply the curriculum:

- Is made in consultation with parents/carers;
 - Follows statutory procedures;
 - Involves the SENCO, senior leaders and the governor responsible for SEND;
 - Is regularly reviewed to ensure it remains in the pupil's best interests.
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Monitoring, Review and Accountability

Leaders and governors evaluate inclusion based on impact as well as provision, asking whether inclusive strategies are improving participation, progress, attendance, behaviour and wellbeing for all pupils, particularly those who are vulnerable or face barriers to learning.

The effectiveness of this policy is monitored through:

- Pupil progress and attainment data across groups;
- Attendance, behaviour and exclusion data;
- Monitoring the participation of pupils in the wider life of the school;
- Pupil, parent and staff voice;
- Review of classroom practice, interventions and support strategies.

Where evidence indicates that impact is limited, provision and approaches are adapted accordingly. This ensures that inclusion remains dynamic, responsive and focused on securing the best possible outcomes for all pupils.

This policy is reviewed regularly to ensure it remains compliant with statutory guidance and reflective of best practice.

Reviewed: 2026

Signed: _____

Chair of FGB