

1. Introduction

At Priory CE Academy, we value the individuality of all our children. We are committed to giving everyone the opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

Our Inclusion Hub supports learners from all groups, including Special Educational Needs and Disabilities (SEND). A collaborative and holistic approach ensures that learners' well-being is supported as much as their academic skills. As a Trauma Sensitive school, emotional literacy, emotion coaching and bespoke therapeutic behaviour support are at the heart of our practice. Inclusion Assistants provide rigorously monitored evidence-based interventions to support learners in their main area of need. Inclusion Leads work closely with families and a range of agencies to provide Social, Emotional and Mental Health (SEMH) support for pupils and parents through 1:1 coaching sessions, peer support, health and well-being events and positive parenting through Family Links. In this way, our Inclusion Hub support the whole child to ensure that they can be the best that they can be

2. Aims and objectives

We are an inclusive school; we ensure this by actively seeking the removal of the barriers to learning and participation that can hinder or exclude individuals or groups of pupils. 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 including:

- Girls and boys;
- Ethnic and faith groups;
- Children who need support to learn English as an additional language;
- Children with special educational needs and disabilities;
- Children who have suffered an early trauma;
- Children with social, emotional and mental health difficulties;
- Gifted and talented children;
- Any children who are at risk of disaffection or exclusion;
- Travellers and asylum seekers;
- Looked after children (LAC), Pre LAC or Post LAC;
- Young Carers;
- Children and their families who require support for mental health issues, drug and alcohol misuse and domestic violence.

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;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;

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- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training.)
- Being Trauma sensitive
- Being Young Carer Aware
- Providing bespoke therapeutic behaviour support through the SUCCESS approach

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

- Do all 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 pupils to live in a diverse society?

We then adapt our practice and provision to ensure that any identified barriers to learning are removed.

3. Teaching and Learning

We give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers consider the abilities of all of their children. For some children, we use the programmes of study from earlier key stages to, 'backtrack to success'. This enables these learners to fill gaps in their knowledge, alongside accessing their age-related expectations.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers provide learning opportunities for pupils to deepen their learning, leading to a mastery of year group expectations.

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

Teachers ensure that children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- Participate safely in clothing that is appropriate to their religious beliefs;
- Experience success within their learning;
- 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 targets that enable them to succeed;

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- Participate fully, regardless of disabilities or medical needs.
- Receive appropriate emotion coaching to support SEMH difficulties.

4. Children with Disabilities

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow wheelchair access.

Teachers modify learning opportunities as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. At the planning stage, teachers ensure that they provide children with disabilities the opportunity to develop skills in practical aspects of the curriculum

Teachers ensure that the work for these children:

- Takes account of their pace of learning and the equipment they use;
- Takes account of the effort and concentration needed in oral work, or when using, for example, visual aids;
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials; e.g. writing slope and pencil grips for DCD learners;
- Allows opportunities for them to take part in educational visits and other activities linked to their studies;
- Includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
- Uses assessment techniques that reflect their individual needs and abilities.

5. 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 its children without recourse to disapplication or modification. We achieve this through differentiation of the child's work, or through the provision of additional learning resources or support from The Inclusion Hub. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies, and the Inclusion Hub, in a collaborative approach to best 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 governor with responsibility for special educational needs 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 go ahead with modification or 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;

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- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

6. Racism and Inclusion

The diversity of our society is addressed through our curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the Local Governing Committee (LGC) each term by the principals. The school contacts parents of those pupils involved in racial incidents.

7. Summary

In our school the teaching and learning, achievements, attitudes and well-being of every child are paramount. The Inclusion Hub and dedicated staff ensure that we follow all necessary regulations to ensure that we take all of the experiences and needs of all our children into account when planning learning opportunities.

8. Links to Other Policies

SEND Policy

Equality Policy

Accessibility Policy

Behaviour Regulation Policy

Pupil Premium Strategy

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Date Approved: June 2023

Date of Review: June 2025