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INCLUSION POLICY

SANDON PRIMARY ACADEMY

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Introduction

The mission statement of the Academy talks of all children realising their full potential. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our Academy – regardless of their age, gender, ethnicity, attainment or background.

Aims and objectives

Our Academy aims to be an inclusive school. This means that equality of opportunity must be a reality for our children and in terms of school provision, their parents. Thus we aim to provide equality of access to information for all parents. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who may need support to learn English as an additional language;
- children with special educational needs and or disabilities;
- gifted and talented children;
- any children who are at risk of disaffection or exclusion;

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;
- providing a nurture group as an early intervention for children with behaviour, self-esteem, social or attachment issues.
- applying the principles of nurturing schools as our ethos.
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy, counselling and Cognitive Behavioural Therapy.)

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?

Teaching and learning style

(See also the Academy policies on special educational needs and equal opportunities)

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

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 use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are aware of the relevant equal opportunities legislation covering race, gender and disability.

Teachers ensure that children:

- feel secure, nurtured 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;
- 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 targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

Children with disabilities

Some children in our Academy have disabilities and consequently need additional resources. The Academy 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 Academy also allow wheelchair access.

Teachers adapt teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give 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, vision 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;
- 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.

Pupil Voice and Participation

At Sandon Primary Academy, we actively seek and value pupil voice as a key component of our inclusive practice. Pupils are encouraged to share their views and experiences through regular opportunities such as pupil surveys, classroom discussions and teacher pupil meetings. Their feedback informs decisions about learning environments, curriculum enrichment, and wellbeing initiatives. We also celebrate pupil contributions through inclusive displays, assemblies, and recognition systems that reflect the diverse strengths and identities of our school community. This approach ensures that all children feel heard, respected, and empowered to shape their learning journey.

Staff Training and Development

At Sandon Primary Academy, we are committed to ensuring that all staff are equipped with the knowledge and skills to deliver inclusive, high-quality education. Our SENDCo and a middle leader are currently undertaking National Professional Qualifications (NPQs) in Behaviour and Culture, and SEND Leadership, to deepen whole-school understanding of inclusive practice. The insights gained from these qualifications are shared through planned CPD sessions and staff briefings, ensuring best practice is embedded across the academy.

Additionally, the school is actively participating in the Department for Education's Partnership in Neurodiversity Project, which supports staff in developing effective strategies to meet the needs of neurodiverse pupils both in and beyond the classroom. In response to a growing number of looked after children, the academy is also prioritising CPD on attachment-aware practices to ensure that all staff are confident in supporting the emotional and educational needs of this vulnerable group.

Disapplication and modification

The Academy can, where necessary, modify or disapply the National Curriculum and its assessment

arrangements. Our policy is to do this only in exceptional circumstances. The Academy makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater adaptations 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 Academy's trustee 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 Academy'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;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Summary

In our Academy the teaching and learning, achievements, attitudes and wellbeing of every child are important.

All staff apply the principles of a nurturing school. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.