



WHOBERLEY HALL
PRIMARY SCHOOL

Inclusion Policy

Implemented by school on: Autumn 2025

Review by: Autumn 2026

Believing  **Achieving**  **Learning for Life**

Introduction

This policy should be read in conjunction with other school policies that have a particular bearing on educational inclusion and equality, namely:

- Special Educational Needs
- Gifted and Talented
- English as an Additional Language
- Attendance
- Behaviour
- Race Equality
- Curriculum

We welcome the importance that is now being placed on Educational Inclusion and Equality and we believe that this policy is essential to the achievement of Every Child Matters outcomes. The successful development of policy and practice in this area will ensure that:

- All pupils realise their educational potential.
- We address and remove obstacles which prevent pupils from gaining access to appropriate learning opportunities and benefiting from them;
- We offer a whole school curriculum which is free from the stereotypes which can lead to low or restricted expectations, prejudice or discrimination, and which recognises, celebrates and values all cultures in the community;
- All pupils are prepared to become active participants in the wider community
- All pupils have rights to equality of consideration and opportunity

Whilst inclusion is 'more than a concern about any one group of pupils' there are those who find it more difficult than others to be present, participate and achieve. It is important that all staff know who these individuals and groups are. We recognise that at different times for different purposes we will need to focus on pupils from the following groups:

• Looked after children and care leavers • Transient pupils • Pupils with SEN • Pupils with disabilities • Pupils who need support to learn EAL • Gifted and talented • Disaffected pupils • Young carers	• Children in poverty • Travellers, gypsies and Roma • Refugees and asylum seekers; recently arrived from overseas • Girls • Boys	• Black and minority pupils and faith groups, e.g. Pakistani, Bangladeshi, African Caribbean • Pupils from families under stress including domestic violence • Infrequent attendees • Pupils excluded or at risk of exclusion
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In addition, staff need to take account of the different learning styles of boys and girls, the influence of peer pressure, the developmental stages which children and young people go through and the differences for children with summer birthdays.

LEADERSHIP

Shaping and Sharing a Vision

We believe that our school is led and managed for the benefit of all our pupils, especially those who may be at risk of underachievement, marginalisation or exclusion. The leadership team will support all staff in developing and implementing this vision.

Creating the Future

Our school improvement plan will reflect our commitment to inclusion. We will regularly review our organisational structures and practices to ensure that we cater for an increasingly diverse school community with a wide range of needs. We will attempt to appoint staff who represent the full range of people in our society to ensure a balanced range of role models and a diversity of experience amongst adults within the school.

Identifying Vulnerable Groups

We will ensure that we have appropriate systems in place to identify different groups within the school population including those who are most vulnerable. Staff will be expected to use this information in their planning and monitoring and share as appropriate. Action will be taken to ensure that inclusion strategies for identified groups are embedded in school improvement planning.

MANAGEMENT AND ORGANISATION

Making the most of Budget

We believe that it is important to allocate resources to support pupils from identified groups, particularly those most vulnerable. Our priorities for budget allocation to different groups will be reflected in our school improvement plan and will be responsive to the changing needs of the school population. The basis for these decisions and the impact of these resources will be understood by staff, governors and the school community.

Adopting Inclusive Policies

We believe that inclusion should permeate all school policies. We will monitor the impact of our policies, decisions and practices to ensure this reflects our commitment to the inclusion of all local children and young people and support the school and the city in responding to diversity.

Developing Roles and Responsibilities

We believe that it is essential to have key staff with specific responsibilities for identified groups, while also expecting all staff to understand their role in implementing inclusion practices. We will ensure that these responsibilities are included in job descriptions and that all staff have opportunities to review the impact of their contribution and update their skills and knowledge.

ETHOS AND ENVIRONMENT

Making the Environment Safe and Accessible

We believe that all members of the school community - staff, parents / carers, governors and visitors, as well as pupils, - are entitled to an accessible and safe learning environment. The school improvement plan includes actions designed to improve the school environment both inside and out. The school environment balances security with welcome and aims to ensure that everyone feels both physically and emotionally secure.

Being a Welcoming Community where Relationships Matter

All members of the school community are expected to take responsibility for fostering a climate in which everyone feels valued. The school's admissions and curriculum policies support the inclusion of pupils from a wide range of backgrounds; staff and pupils are proactive in welcoming new pupils and visitors. The school improvement plan places emphasis on the importance of ethos and relationships and it makes provision for all staff to undertake professional development in this area.

CELEBRATING THE ACHIEVEMENTS OF ALL

The importance of celebrating achievements of all pupils across different aspects of their lives is a high priority and a strategy is in place to ensure that this is reflected throughout the work of the school. Staff make use of a variety of opportunities to show and praise the wide range of achievement of pupils, especially the most vulnerable. Parents / carers and members of the local community are involved whenever possible.

LEARNING AND TEACHING

Planning an Inclusive Curriculum

The school demonstrates our commitment to inclusion in all curriculum documentation. We continuously review our curriculum, including out hours of activities, to ensure that pupils' diverse learning needs are met through planning differentiated provision. The planning of teaching groups takes account of the learning and support needs of individuals and identified groups of pupils.

Adapting and Varying teaching Approaches

All teachers and support staff are committed to developing a variety of teaching approaches to meet a wide range of individual needs. Pupils have opportunities to help identify effective approaches. Where appropriate, outside organisations are involved in curriculum planning and delivery.

Making the Most of Learning Support and Resources

The school values the important role of learning and support staff, and additional resources are used creatively to meet a wide range of needs. These are targeted at individuals, groups or key curriculum areas in a planned way. Support staff are fully involved with teachers in planning, assessing and reviewing pupil progress.

Involving the Pupils

We are committed to encouraging all pupils to actively participate in lessons, including setting their own learning objectives and assessing their progress. Opportunities for pupils to take responsibility and support each other's personal development and learning are planned into the in-school and out of hours curriculum. Structures, such as a school council and school ambassadors, are in place for ensuring that consultations with pupils inform developments relating to all aspects of school life as well as wider community provision that impacts on pupils and their families. Monitoring arrangements ensure that the views of all pupils are represented.

Using ICT

The school aims to embed e-learning in all aspects of school life. ICT is used to increase pupils' access to the curriculum and enable them to become more effective learners. The use of ICT by identified groups, with particular individual needs, is monitored.

PUPIL PROGRESS AND DEVELOPMENT

Removing Barriers

We recognise that some pupils are unable to make progress in their learning due to poor attendance and lack of engagement in school. We will identify and address barriers to attendance, participation and achievement of individuals and groups in both the in-school and out of hours curriculum. The leadership team monitors and evaluates the impact of such changes.

Setting High expectations for All

We have high expectations of all pupils in our school. All staff are expected to undertake professional development to increase their understanding of what this means for the range of pupils in our school population. Teaching and support staff involve pupils in planning and reviewing their learning so that expectations can be appropriately raised, and relevant feedback and support given. Curriculum review is informed by monitoring pupil progress at individual and group level to see if achievements meet high expectations.

Measuring Attainment and Achievement for All

We believe that it is important for pupils to experience a range of opportunities for both personal and academic achievement. Individual pupil progress is carefully monitored through rigorous record keeping systems that draw on a range of information about pupils' personal and academic development. A variety of measures of attainment and progress are being developed which take account of pupil difference and encourage pupils' direct involvement in assessment processes. We see tests and examinations as only one part of this process.

Promoting Emotional Health and Well- Being

We recognise that a 'healthy school' provides the essential foundation for effective teaching and learning. The school leadership team supports all staff in building a whole school approach to the emotional health and well-being of all adults and children in the school community, especially those who are most vulnerable. Pupils, staff and

parents/carers are consulted about ways of improving this aspect of the school. High priority is given to this area in the school improvement plan and is also reflected in the school ethos, curriculum breadth and balance, curriculum policies as well as in school management and staffing structures.

STAFF DEVELOPMENT

Managing Induction

We want new staff to quickly feel fully included in the life of our school. Our continuing professional development (CPD) programme therefore includes a strong emphasis on the induction of new staff. Their induction programme includes familiarisation with the school's local community, the needs of the school's pupil population and the school's inclusion policy, as well as information about relevant professional networks and sources of specialist support in relation to identified groups of pupils.

Training for Inclusion

We want all our staff to feel confident in their work with all groups of pupils so that the best possible learning outcomes can be achieved. Our continuing professional development programme therefore includes planned opportunities for all staff to receive training on inclusion issues in relation to their main areas of responsibility. The school supports key staff who have specialist responsibility for identified groups of pupils in accessing training and support networks in their areas of expertise. These key staff lead training on inclusion, in collaboration, where appropriate, with specialist staff from partner schools, special schools and local agencies.

Promoting Emotional Health and Well-Being

We are committed to being a 'healthy school' which promotes healthy lifestyles, including a healthy work-life balance, for all members of the school. The school's plan for promoting emotional health and well-being, which includes targets relating to staff and pupils and associated strategies for achieving them, is led by the Headteacher with the support of the senior leaders. Staff and pupils are routinely consulted about the impact of the school's plan and are involved in reviewing priorities. Pupil progress and development is seen to be supported by this approach which is recognised and valued by parents/carers.

COLLECTIVE REVIEW

Monitoring Progress

The school understands the importance of monitoring the attendance, attainment and progress of individual pupils as well as identified groups who may be at risk of exclusion or underachievement. This process is regularly undertaken by designated staff across subjects, year groups and key stages. There are systems in place for ensuring that governors, as well as staff and parents/carers, are aware of findings resulting from this analysis. Procedures for using monitoring data to inform the review of teaching and learning strategies are clearly identified.

Evaluating Results

The school is committed to using monitoring data to identify and address barriers to participation and achievement associated with individuals or identified groups. All staff play an active role in collecting and interpreting this data in relation to their areas of responsibility, and key staff play a lead role in evaluating results relating to identified groups. This evaluation includes PSHE and takes account of staff knowledge of particular barriers to learning as well as performance data. Targets are revised in the light of these judgements and parents/carers and pupils routinely contribute to the associated identification of improvement strategies.

Reviewing Practice

Our school planning cycle includes procedures for reviewing practice in the light of monitoring data about the attendance, participation and achievement of individuals and identified groups. Staff and school performance reviews support this process. The school leadership team will ensure that staff respond quickly and appropriately to any unacceptable differences that emerge between different subjects, classes, identified groups of pupils and individuals. Pupils will be consulted about changes in practice necessary to ensure equality of opportunity and inclusion in the school curriculum.

PARENTAL AND COMMUNITY INVOLVEMENT

Valuing and Working with Parents/Carers

We know that parents/carers have the greatest influence on our pupils' achievements, and we value the range of contributions they make to the life of our school. Our systems for communicating with and involving parents/carers recognise their diversity of backgrounds, circumstances and expectations, and arrangements are in place to ensure that they feel confident in accessing staff and participating in in-school and out of hours activities. Parents/carers understand the school's policy on inclusion and are invited to comment on the effectiveness of this and other policies.

Linking with Community Groups

We are proud of the diversity of backgrounds and experiences that are represented in our school's community and we ensure that the interests and culture of different groups in the local and wider community are reflected positively throughout school life. Our school improvement plan demonstrates our commitment to ensuring that members of both well-established and under-represented community groups regularly contribute to school life, through the school curriculum. They are encouraged to influence school policies and practices and make use of school facilities. Our pupils are encouraged to make a positive contribution to local community development.

Linking with Other Schools and LA Services

We intend to continue to expand our links with other schools and LA services so that all our pupils can benefit from the highest quality specialist support and access to the widest possible range of learning activities, within and beyond the school day. There are clearly designated responsibilities for managing, developing and evaluating the impact of these links on identified groups of pupils. We also recognise the benefits to staff of participating in a range of professional networks and we support key staff with

responsibility for aspects of our inclusion policy, in involving and sharing expertise with others.

Building Multi-Agency Support and Partnership

We welcome increasing opportunities to work in partnership with agencies and organisations which can enhance our work in school with children and young people. All staff understand and value the role of agencies in providing specialist support for our pupils and their families and contributing where appropriate to the school curriculum, both within the school and in off-site activities. We will continually review our arrangements, in consultation with pupils, parents/carers and partner organisations, to ensure that we are working together effectively, particularly with regard to the needs of identified groups within our school.