

Inclusion Policy Westacre Middle School

Autumn 2026



Last Reviewed on Date: Autumn 2026

Next Review Date: Summer 2027

Rationale

Westacre Middle School is an inclusive school where every pupil is known, valued and supported to flourish. We aim to ensure that all members of our community feel welcome, safe, respected and that they have a strong sense of belonging.

Educational inclusion means providing equitable access, participation and opportunity for all pupils. We recognise that pupils have different strengths, experiences and needs; therefore, equality does not always mean providing the same provision for every child. We make appropriate adaptations and reasonable adjustments to remove barriers and enable pupils to participate fully in school life.

All pupils are entitled to a broad, balanced and ambitious curriculum. We recognise, respect and value difference and understand that diversity is a strength. We work in partnership with pupils, families and relevant professionals to identify need early, respond through a graduated approach and secure the best possible academic, social and emotional outcomes. Inclusion underpins all school policies and practice.

Legal framework and guidance

- Equality Act 2010, including the Public Sector Equality Duty and the duty to make reasonable adjustments for disabled pupils.
- Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014.
- SEND Code of Practice: 0 to 25 years.
- Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026.
- Working Together to Improve School Attendance 2026.
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026).
- Supporting pupils at school with medical conditions and other relevant statutory guidance.

Aims and objectives

1. To promote equality of opportunity, participation and belonging for all pupils across every aspect of school life.
2. To recognise individual strengths, maintain high expectations and enable every pupil to achieve the best possible outcomes.
3. To identify and remove barriers to learning, attendance, participation and wider school life as early as possible.
4. To ensure all staff understand and consistently apply the school's systems, graduated response, adaptive teaching and reasonable adjustments.
5. To use a range of information - including attainment, progress, attendance, behaviour, participation and pupil voice - to identify need, evaluate provision and monitor outcomes for individuals and groups.

- Pupils with protected characteristics and those from minority ethnic, faith, Traveller, refugee or asylum-seeking backgrounds
- Pupils who use English as an additional language (EAL)
- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with high prior attainment or particular gifts and talents
- Children who are looked after or previously looked after, including those with a social worker
- Pupils with medical needs, young carers, children in families experiencing difficulty, and those affected by disadvantage or poverty
- Pupils at risk of persistent absence, disengagement, suspension or permanent exclusion

How do we support inclusion?

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

- Are all pupils able to access learning, participate fully and achieve well?
- Are there differences in attainment, progress, attendance, behaviour, wellbeing or participation between groups of pupils?
- What barriers are affecting pupils who are not yet thriving, and what support or adaptations are needed?
- What impact are our actions having, and what needs to change if progress is not sufficient?
- Are we successfully promoting equality, respect, belonging and preparation for life in a diverse society?

We recognise that it is all staff's responsibility to meet the needs of all children in school and ensure that they:

- Feel safe, secure, listened to and know that their contributions are valued
- Respect and value difference and challenge prejudice or discrimination
- Experience success and develop confidence, independence and resilience
- Learn from materials and experiences that reflect diverse backgrounds and avoid stereotyping
- Access an ambitious curriculum through high-quality adaptive teaching, accessible resources and appropriate reasonable adjustments
- Experience high expectations, appropriate challenge and support that enables them to succeed
- Participate fully in school life, with reasonable adjustments and individual support where required

As part of high-quality teaching, teachers continually assess pupils' understanding, attainment and progress and adapt teaching in response to need. Where additional support is required, the school uses its Graduated Response and the assess-plan-do-review cycle. (See Teaching and Learning Policy and SEND Policy.)

Whole school actions support inclusion by:

- An ambitious, accessible curriculum that reflects diversity, promotes belonging and provides appropriate challenge and enrichment
- Consistent use of Westacre's Graduated Response, including assess-plan-do-review, early identification and timely review of support
- Regular review of attainment, progress, attendance, behaviour, wellbeing and participation to identify barriers and emerging need
- Coordinated support from teachers, teaching assistants, the pastoral and inclusion teams, SENCO/Deputy SENCO and school leaders
- Evidence-informed interventions with clear entry and exit criteria, intended outcomes and evaluation of impact
- High-quality adaptive teaching, reasonable adjustments and provision in line with the SEND Policy and Accessibility Plan
- Targeted action through the Pupil Premium Strategy to address disadvantage and improve participation and outcomes
- Early pastoral, social and emotional support, including appropriate safeguarding and early-help responses
- Timely support for pupils at risk of underachievement, disengagement or poor attendance
- Poverty-proofing the school day and reducing financial barriers to learning, enrichment and participation
- A consistent, inclusive approach to behaviour that considers individual need, supports positive relationships and seeks to prevent avoidable suspension or exclusion
- Promptly addressing discrimination, harassment, bullying and prejudice-related incidents
- Meaningful partnership with parents and carers, including accessible communication and involvement in planning and reviewing support
- Timely involvement of external agencies and specialists when this is likely to improve outcomes
- A whole-school approach to mental health and wellbeing, alongside clear routes to specialist support where required
- Pupil voice that informs individual provision and wider school improvement
- Carefully planned transition into, through and beyond Westacre, with additional support for pupils who need it

Extra-curricular provision

Extra-curricular and wider-curriculum opportunities are an important part of inclusion and belonging. The school will seek to remove practical, financial, communication and accessibility barriers so that pupils, including disadvantaged pupils and those with SEND, can participate in clubs, trips, performances, leadership, pupil voice and enrichment. Participation will be reviewed to identify any groups who are under-represented and to inform appropriate action.

Roles and responsibilities

- The governing body provides strategic oversight of equality, SEND and inclusion and holds leaders to account for the impact of provision.
- The Headteacher and senior leaders ensure inclusive practice is embedded across curriculum, behaviour, attendance, safeguarding, personal development and wider school life.
- The SENCO, Deputy SENCO and Inclusion Team lead the identification, planning, coordination and evaluation of provision for pupils who require additional support.
- All staff are responsible for knowing pupils well, maintaining high expectations, making appropriate adaptations and reasonable adjustments, and raising concerns promptly.

How will we monitor inclusion?

Every member of staff is responsible for inclusion. Leaders will evaluate both the quality of provision and its impact on pupils. Monitoring will include:

- Regular review of attainment, progress and wider outcomes for individuals and identified groups
- Review of Support for All provision and the impact of targeted interventions
- Pupil Strategy meetings and targeted case review
- Assessment information and evidence of adaptive teaching in classroom practice
- Year-group and whole-school inclusion priorities and strategy plans
- Annual reviews for pupils with an Education, Health and Care Plan (EHCP)
- Regular ISP and provision reviews for pupils on the SEND register
- Lesson visits, work scrutiny and review of reasonable adjustments and curriculum access
- Pupil and parent/carer voice, including the experience of pupils with SEND and other vulnerable groups
- Professional development and appraisal evidence linked to inclusive classroom practice
- Statutory and internal assessment outcomes, considered alongside starting points and contextual information
- Inclusion team meetings and analysis of attendance, behaviour, suspension, participation and wellbeing data

- Review of bullying, discrimination and prejudice-related incidents and the effectiveness of actions taken
- Review of participation in clubs, trips, leadership and enrichment to identify and address under-representation

Summary

At Westacre, inclusion means that every pupil belongs, is valued and has equitable access to learning and school life. We will maintain high expectations, identify and remove barriers, make reasonable adjustments, work in partnership with families and professionals, and continually evaluate the impact of our provision so that every child has the opportunity to flourish.