



Inclusion Policy

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Date updated	Autumn 2024
Reviewing Committee	
Date Policy Approved	
Date of next review	Autumn 2025

Rationale

Westacre Middle School is an inclusive school where we focus on the well-being and progress of every child and where we work to ensure all members of our community feel welcome, secure and valued.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

All children share a common entitlement to a broad and balanced curriculum which meets their social and learning needs. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which pupils may face. We want all members of our school community to feel a sense of belonging within the school and wider community and to know that they are respected and able to participate fully in school life. We are committed to giving all of our children every opportunity to achieve the highest of standards. Inclusion underpins all of our school policies.

Aims and objectives

1. To ensure equality of opportunity for all our pupils in all areas of school life.
2. To ensure that individual strengths are recognised and all pupils achieve their potential.
3. To remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
4. To ensure that all staff are aware of the systems and procedures in place within the school in order that all children have the opportunity to make progress.
5. To use whole school assessment for learning to track the progress of all pupils, including specific groups.
 - Girls and boys, minority ethnic and faith groups, travellers, asylum seekers and refugees
 - Learners who need support to learn English as an additional language (EAL)
 - Learners with special educational needs
 - Children who are significantly more-able than their peers
 - Those who are looked after by the local authority
 - Others such as those who are sick, those who are young carers, those who are in families under stress
 - Any learners who are at risk of disaffection and exclusion

How do we support inclusion?

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

- Do all our children achieve their best?
- 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 tolerance and preparing pupils to live 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 secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- 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
- Participate fully, regardless of disabilities or medical need

As part of high quality teaching all teachers constantly assess every child's attainment and progress
(See **Teaching and learning policy**)

Whole school actions support inclusion by:

- A curriculum designed to reflect the diversity of society and which is challenging and provides enrichment
- Utilisation of Westacre's Graduated Response
- The regular tracking of pupil attainment and the highlighting of any underachievement
- Targeting of support for pupils by the teachers, teaching assistants, pastoral team and ELT/SLT
- The use of intervention programmes to support pupil learning
- SEND policy
- Pupil Premium strategy
- Social and emotional support from the pastoral team
- The targeting of underachieving pupils
- Poverty proofing of the school day
- A consistent behaviour policy and encouraging children to restore relationships with others and take responsibility for their own actions
- Addressing any form of discrimination
- The involvement of parents and carers in school life
- Involvement of outside agencies and specialists
- A comprehensive mental health and wellbeing strategy

Extra-curricular provision

Extra-curricular provision, including after school and lunch clubs, concerts, workshops, trips etc. are a valuable part of school provision that can develop and promote individual strengths. Whole school planning will include providing activities to celebrate diversity and meet the needs of different groups



within the school. Individual planning may include making provision to meet individual needs, for example, ensuring that a promising athlete or musician can access the necessary clubs.

How will we monitor inclusion?

Every staff member is responsible for inclusion. However, to ensure we are successful the following strategies will be used

- Regular tracking of pupil attainment and progress
- Pupil Strategy meetings
- Assessment for learning schedule
- Year group strategy plans
- Annual reviews for all pupils with an Education Health and Care Plan (EHCP)
- Termly IPM review meetings for all pupils on the SEND register
- Lesson observations
- Pupil and parent voice
- Teacher appraisal
- SATs outcomes
- Inclusion team meetings

Summary

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.