



# Inclusion Policy

**Date Adopted: September 2024**

**Review Date: September 2026**

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At St John's CE Primary School, we believe every child has the right to feel safe, respected, and valued. Our Inclusion Policy reflects our commitment to providing a welcoming, supportive, and inclusive environment where all children can thrive, regardless of their background, abilities, or circumstances.

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This policy sets out how we promote inclusion and ensure equality of opportunity for all pupils, staff, and members of the school community. We are committed to eliminating discrimination and promoting diversity across all areas of school life.

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At St John's CE Primary School we aim to:

- Foster a culture of respect, understanding, and celebration of difference.
- Ensure all pupils have access to high-quality teaching and learning.
- Identify and remove barriers to learning and participation.
- Provide appropriate support for children with additional or special needs.
- Involve parents, carers, and the wider community in our inclusive practices.

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This policy applies to:

- Pupils of all backgrounds and abilities.
- Staff and volunteers.
- Parents and carers.
- Governors and external partners.

It covers inclusion related to:

- Special Educational Needs and Disabilities (SEND)
- Ethnicity, language, and culture
- Gender identity and expression
- Religion or belief
- Socioeconomic status
- Family structure (including looked-after children and young carers)
- Mental health and well-being

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## Legal Framework

This policy aligns with:

- The Equality Act 2010
- The Children and Families Act 2014
- The SEND Code of Practice (2015)
- The UN Convention on the Rights of the Child

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## Implementation

### a. Curriculum and Teaching

- Lessons reflect diverse perspectives and experiences.
- Differentiation and scaffolding are used to support learners of all abilities.
- Resources are regularly reviewed to ensure inclusivity.

### b. Support and Provision

- Individual support plans are developed for pupils with additional needs.
- Specialist staff and external agencies are involved where needed.
- Early identification and intervention are key priorities.

### c. Admissions and Access

- Admissions practices are fair, transparent, and non-discriminatory.
- Physical accessibility is regularly assessed and improved as needed.

### d. Behaviour and Relationships

- Behaviour policies promote positive relationships and respect.
- Bullying and discriminatory behaviour are not tolerated and are addressed swiftly.

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## Roles and Responsibilities

- **Headteacher:** Oversees implementation and review of the policy.
- **Inclusion Lead/SENDCo:** Coordinates support for pupils with additional needs.
- **Teachers and Staff:** Embed inclusive practices in daily teaching and school life.
- **Governors:** Monitor and evaluate the effectiveness of inclusion practices.
- **Parents and Pupils:** Encouraged to participate actively in creating an inclusive culture.

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## Monitoring and Evaluation

- Progress is monitored through regular assessments and reviews.
  - The Inclusion Policy is reviewed annually with input from staff, pupils, and families.
  - Data on attainment, attendance, and behaviour is analysed by group to identify any disparities.
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## **Complaints Procedure**

Concerns about inclusion should be raised with the class teacher or SENDCo in the first instance. If unresolved, follow the school's Complaints Policy.

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## **Conclusion**

Inclusion is not an add-on — it is at the heart of who we are. At St John's CE Primary School, we are committed to nurturing a learning community where every child can belong, contribute, and flourish.