

Ingleton Primary School – Inclusion Policy

Adopted by Governing Body:	October 2020
Approved by Governing Body:	October 2025
Last reviewed:	October 2025
Next review:	October 2027

1. Introduction

Ingleton Primary School is committed to being:

- a caring community where everyone feels safe, valued and respected
- a positive environment that promotes high standards and celebrates success
- a place where all pupils are supported to achieve their potential
- a community built on fairness, honesty, trust and belonging

We welcome all children, staff and families. We ensure every pupil can access high-quality teaching and learning, regardless of age, gender, ethnicity, disability, religion or belief, sexual orientation, socio-economic background or any other protected characteristic under the **Equality Act 2010**.

This policy underpins all aspects of school life and aligns with statutory guidance, including the **SEND Code of Practice (2015)**, the **Equality Act 2010**, and all related school policies.

2. Aims and Principles

We aim to be an inclusive school where equality of opportunity is embedded in practice. We recognise and respond to the needs of:

- girls and boys
- minority ethnic and faith groups
- pupils learning English as an additional language
- pupils with special educational needs or disabilities (SEND)
- pupils with high ability
- pupils at risk of disadvantage, disaffection or exclusion

We provide a broad, balanced and ambitious curriculum for all pupils. We achieve this by:

- setting high expectations and appropriate learning challenges
- ensuring high-quality, adaptive teaching
- responding to pupils' diverse learning needs
- removing barriers to learning and participation
- promoting wellbeing, safety and readiness to learn
- providing additional support or interventions where needed
- working in partnership with parents, carers and external agencies

We regularly evaluate our provision by asking:

- Are all pupils making good progress?
- Are there gaps between groups, and how are we addressing them?
- Who is vulnerable, and what support is in place?
- Are our actions improving outcomes?

3. Implementation

Teachers plan for the full range of learners and maintain high expectations for all. We follow the **graduated approach** (assess–plan–do–review) for pupils with SEND or additional needs.

Where a pupil's attainment is significantly below age-related expectations, teachers adapt planning and provision to meet individual needs. Where attainment significantly exceeds expectations, teachers extend learning through greater depth or by drawing on later key stage materials.

Teachers ensure that pupils:

- feel safe, valued and listened to
 - respect and appreciate differences
 - take responsibility for their actions
 - can participate safely, including wearing clothing appropriate to their beliefs
 - work in groupings that promote success
 - access materials that reflect diverse backgrounds without stereotyping
 - experience a curriculum that supports different learning styles
 - understand that bullying, harassment and discrimination are unacceptable
 - have ambitious but achievable targets
 - are supported to engage, concentrate and participate fully
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4. Children with Disabilities

Under the **Equality Act 2010**, we do not discriminate against disabled pupils and we make **reasonable adjustments** to ensure full access to education and school life.

Our accessibility plan and site audit are regularly reviewed. Teachers adapt teaching and learning as needed—for example, providing additional time, alternative formats, or following specialist advice for pupils with sensory or physical needs.

We ensure that learning:

- reflects pupils' pace of learning and use of specialist equipment
 - considers the effort required for oral, visual or physical tasks
 - provides alternatives where pupils cannot use specific tools or materials
 - enables participation in visits and wider activities
 - includes approaches that allow pupils with sensory impairments to access key curriculum content
 - uses assessment methods suited to individual needs
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5. Curriculum Modification or Disapplication

Modification or disapplication of the National Curriculum is considered only in exceptional circumstances and in line with statutory guidance. We prioritise meeting needs through high-quality teaching, adaptive practice, additional resources and specialist support.

Where modification or disapplication is considered, this will follow detailed consultation with parents, the Local Authority and the SEN governor. All internal support options will be explored first.

6. Staff Development

Staff training supports inclusive practice and ensures staff can respond effectively to diverse needs. We share expertise within school and provide opportunities for governors to access relevant training. SEND and Inclusion updates are an agenda item at every staff meeting.

7. Resources

We allocate resources to support inclusion and recognise that some pupils require additional provision. We aim to meet these needs within the constraints of the school budget and the SEND notional funding framework.

8. Buildings and Access

Our building is accessible to all. Inclusion and accessibility are key considerations in any future improvements to the premises or grounds, in line with our statutory **Accessibility Plan**.

9. Attendance

We promote good attendance and punctuality. Absences are monitored and concerns discussed with parents. Where appropriate, the Education Social Worker or School Nurse may be involved.

10. Celebrating Diversity

We actively celebrate different cultures and promote understanding, respect and appreciation of others. We foster a culture where diversity is valued and discrimination is challenged.

11. Recording Incidents

J. Middleton – Headteacher – Ingleton Primary School

Bullying, racism, homophobia, transphobia and any form of discriminatory behaviour are not tolerated. All incidents are dealt with, recorded and, where required, reported to the Local Authority in line with statutory expectations.

12. Summary

At Ingleton Primary School, the teaching, learning, wellbeing and achievements of every child matter. We follow statutory guidance to ensure that pupils' experiences and needs are central to our planning, provision and decision-making.
