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INCLUSION POLICY

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WOLSEY HOUSE PRIMARY SCHOOL



HEADTEACHER – MR S POWELL  
CHAIR OF GOVERNORS – MR M PEATFIELD

<b>Inclusion Policy</b>
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We have a statutory duty under the Equality Act 2010 and the National Curriculum to promote full inclusion.

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We value each child as a unique individual and we work hard to meet the needs of all our children.

We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- of both gender/sexes and those who might identify as other;
- who have Special Educational Needs and Disabilities;
- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are more able and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We aim to provide a happy, healthy and safe school by providing high quality pastoral care, support and guidance by listening to the concerns of children and parents.

We want all our pupils to feel valued, secure and to be given opportunities to learn by providing a differentiated curriculum that caters for the needs of all pupils.

We aim to ensure that all pupils have access to all the school's resources and that they have the opportunity to experience success, are treated fairly and that their individual needs are met.

We believe we have a duty to bring together and include all groups within the school and the local community and to invite them to use the school facilities for additional learning opportunities.

For the benefit of all pupils we wish to work closely with the health service, social care, The Learning, Communication and Interaction Support Team and The Primary Social, Emotional and Mental Health Team, and the education social worker. – I don't know who this is?

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

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We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

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### **Aims**

- To ensure every pupil is provided with equality in everything we provide.
- To provide places for all pupils who have expressed a preference to join this school.
- To give all girls and boys regardless of their age, special educational needs, ethnicity, attainment and background the right to learn together.
- To ensure all children are treated fairly and that their individual needs are met.
- To share good practice within the school and with other schools.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

#### **Role of the Governing Body**

The Governing Body has:

- appointed a member of staff to be responsible for Inclusion;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel, pupils, parents and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring the following policies are in place, kept up to date and effectively implemented:
  - Disability Equality Scheme
  - Special Educational Needs
  - Equal Opportunities
- responsibility for monitoring the educational achievement of all the above groups;

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- responsibility for ensuring that the statutory responsibilities of the SENCo are met;
- the task of ensuring the composition of the school personnel and that of the governors reflects groups within the local community;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
  - determining this policy with the Governing Body;
  - discussing improvements to this policy during the school year;
  - organising surveys to gauge the thoughts of all pupils;
  - reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
  - visit the school regularly;
  - work closely with the Headteacher and the coordinator;
  - ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the school is aware of this policy;
  - attend training related to this policy;
  - report to the Governing Body every term;
  - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Headteacher**

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work hard to create a positive school ethos where all individual needs are addressed and strengths celebrated;
- ensure the inclusion of pupils, school personnel, parents and the local community;
- work closely with the coordinator for Inclusion and the nominated governor;
- work closely with the SENCo;
- work closely with the coordinator for assessment to ensure that:
  - an effective pupil tracking system is in place
  - individual pupil needs are identified early and that strategies are put in place to address them
- ensure that every effort is made to meet the learning needs of all pupils by;
- consider modifying or dis-applying the National Curriculum for a pupil only after greater differentiation of the pupil's work, the provision of additional learning resources or support of external specialists has failed;
- consult with parents and the local authority before modifying or dis-applying the National Curriculum is considered;
- ensure good lines of communication and strong links with parents and outside agencies are in place;
- record all incidents of bullying, harassment and racism;

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- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
  - ensuring pupils are set challenging targets
  - analysing data to see if pupils from all groups are achieving their full potential
  - examining the number of pupils who have been excluded
  - analysing numbers of pupils from different groups attending extra-curricular activities
  - analysing attendance data
  - analysing RAISE online data
  - analysing numbers of pupils from different groups who are gifted and talented
- annually report to the Governing Body on the success and development of this policy.

### **Role of the Coordinator**

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- ensure provision mapping is in place across the school;
- ensure the inclusion of pupils, school personnel, parents and the local community;
- work closely with the coordinator for assessment to track pupil progress of all groups by ensuring pupils:
  - are making the expected level of progress
  - are set challenging targets
  - are supported to achieve their targets
- assess the level of English of all new arrivals;
- provide the necessary support for all new arrivals;
- make every effort to ensure that all pupils are able to take part in educational visits by checking the suitability of every venue;
- measure the effectiveness of our inclusion programme by the analysis of the following data concerning pupils from different groups:
  - individual pupil performance
  - the number of fixed term and permanent exclusions
  - attendance
  - RAISE online
  - extra-curricular activities
  - more able and gifted register
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

## **Role of School Personnel**

School personnel will:

- comply with and implement this policy;
- take into account the abilities of all pupils with work being differentiated to fit the needs of everyone;
- use a variety of teaching styles to deliver a broad and balanced curriculum;
- create a positive classroom environment by having high expectations, encouraging pupils, involving pupils, and respecting their feelings;
- assist in the monitoring and tracking of pupils;
- work closely with the inclusion coordinator, assessment coordinator and outside agencies;
- devise and monitor:
  - individual education plans
  - pastoral support programmes
  - personal education plans
  
- ensure special educational needs pupils have the correct support they require to address their specific needs;
- ensure disabled pupils take a full part in all school activities both on and off the school site;
- ensure pupils with behavioural needs have their own pastoral support programme;
- ensure pupils with English as an additional language are taught by a specialist teacher;
- ensure early intervention programmes support pupils eligible for free school meals;
- ensure pupils who are gifted and talented are identified and that their needs are met;
- ensure the needs of all new arrivals are identified and the appropriate support is allocated.

## **Role of Pupils**

Pupils will be aware of and comply with this policy and help to make new arrivals welcome to the school.

## **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;

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- Meetings with school personnel;
- Headteacher reports to the Governing Body;
- Text messages and Email via Weduc

### **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - All aspects of this policy
  - Special Educational Needs
  - Pupil Behaviour and Discipline
  - Equal opportunities
  - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

### **Linked Policies**

- Anti-bullying
- English as an Additional Language
- Equal Opportunities
- More Able and Talented
- Pupil Behaviour and Discipline
- Special Educational Needs
- Teaching and Learning

## WOLSEY HOUSE PRIMARY SCHOOL

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:


- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Human Rights Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education (School Performance Information) (England) Regulations 2001
- Education Act 2002
- Gender Recognition Act 2004
- Equality Act 2010
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

### See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

<b>Headteacher:</b>	Mr S Powell 	<b>Date:</b>	October 2025
<b>Chair of Governing Body:</b>	Mr M Peatfield	<b>Date:</b>	October 2025