



# Inclusion policy

## **Primary and Secondary Academies**

May 2024

## Our vision

Our academies are inclusive and are committed to the well-being, development and progress of all children, families and employees. We recognise and respect the social, economic and cultural diversity within our community and in society, and strive to remove barriers and disadvantages to ensure that everyone feels included and valued.

We want our learning community to achieve the highest standards of attainment, and we seek to identify and support pupils with additional / special educational needs and disabilities as they are identified; to provide excellent teaching and learning, enable full participation and offer access to a range of opportunities through a broad, balanced and creative curriculum. (Please see our [SEND Information report](#) and [SEND Policy](#) available on both the SEND and policies pages of our school website).

Every child is unique and we strive to fulfil all of our statutory requirements related to matters of inclusion. Pastoral care is also a key part of our inclusion policy and we are acutely aware of the difficulties faced by our children growing up in the 21st century and the many influences that they encounter from society. (Please see our [online safety policy](#) available on the policies page of our school website).

We strive to provide a healthy and happy environment, and to protect pupils from physical, social, and emotional harm. Our academies are committed to inclusion in our staffing policies, relationships with parents / carers and the community.

Our inclusion team, the academy link governor for inclusion and the Trust's Education Performance Committee will monitor and develop each academy's work on inclusion.

## Key aim for our learning community

Our academies actively seek to remove barriers to learning and participation which can potentially hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our pupils and this is achieved through the attention we pay to the different groups within our schools: -

- girls and boys;
- minority ethnic and faith groups, travellers, asylum seekers and refugees;
- pupils who need support to learn English as an additional language
- pupils with additional / special learning needs (including those with Autism)
- sexual orientation
- pupils who have health needs
- children 'looked after' by the Local Authority

- young carers
- pupils who are at risk of disaffection or exclusion;
- pupils whose families are under stress;
- pupils who are in receipt of '*pupil premium*' funding.

Please also see our **equalities objectives** available on the policies page of the school website.

## How we meet our objectives

We address any identified needs through: -

- excellent planning of the curriculum to meet the specific needs of individuals and groups;
- setting appropriate challenge and high expectations for learners;
- identifying potential barriers to learning;
- responding to the diverse needs of our children;
- ongoing assessment and Pupil Progress Meetings;
- range of interventions;
- extra-curricular opportunities;
- enabling **all** children to access and be involved in all aspects of school life;
- recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils;
- providing high quality pastoral care, support and guidance;
- safeguarding the health, safety and welfare of pupils;
- listening and responding to the concerns of children and parents;
- providing a range of resources that reflect a range of social and cultural backgrounds;
- working in partnership with Enfield's SEN services and accessing the local offer

## Professional development

The Senior Leadership Teams in each school are responsible for the professional development of all teaching staff and support assistants. Staff are kept fully informed about local authority, national and regional training courses, seminars and networks that relate to inclusive educational practice. Staff attending any courses are expected to disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within school and across the Trust.

## Parent partnership and wider community

The knowledge, views and first-hand experience parents have regarding their children are valued for the contribution it makes to their child's education. Parents are seen as partners in the education process and are strongly encouraged to keep in regular contact with the school regarding their child's progress. Our school website provides advice and information for parents and allows access to all schools' policies and procedures as well as offers support around voicing any concerns / complaints.

Our schools run successful parent-teacher associations (PTAs) which regularly join together to create events that celebrate and promote our diverse community. They hold multicultural evenings, cultural days within school, encouraging parents, pupils and staff to come together and celebrate our wonderful community. Parents are always encouraged and welcomed to get involved in school life and join the PTA. Information is available on the school's website (in the 'parent' section).

We also have a Community Outreach team dedicated to building positive parent partnerships. They work with a range of partners, enabling our parents to network and learn across many different organisations and programmes. This includes, but is not limited to, ESOL classes, parenting programmes, a full range of accredited courses (e.g. IT, literacy, numeracy, careers advice) and childcare courses.

Full details of what is available, including an event calendar is available on each school's website on the community outreach page (in the 'parent' section).

## Monitoring and review

We will achieve educational inclusion by continually monitoring and reviewing our practice and asking key questions: -

- Do all our pupils achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing to support those pupils who are not achieving their best?
- Are our actions having an impact?
- Are all our pupils happy to be in school?
- How are we involving parents and carers?

It is through monitoring and assessment that pupil progress is tracked.

Where pupils are failing to make expected levels of progress, further support and intervention will be implemented in order to help them meet specific targets.

'Pupil progress meetings' are held each term by class teachers, support staff and a member of the Senior Leadership Team.

Our Assessment Coordinator who is a member of the Senior Leadership Team monitors the progress of different groups and reports termly to the Head teacher / Head of school.

There are robust procedures in place for identifying any children who are causing concern with learning, and / or their emotional well-being. (Please see our [SEND Information report](#) and [SEND Policy](#) available on both the SEND and policies pages of our school website).

The Trust's central safeguarding team also meets weekly with key personnel in each school to discuss and agree any additional support that may be required for our children and their families.

## Supporting attendance

The attendance process which applies to all pupils (including when parents will be contacted regarding unauthorised absence or low attendance) is outlined in this policy.

In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. Part-time timetables are not used to manage a pupil's behaviour.

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

## Links to other policies

### All available on the policies page of the school website

- Accessibility plan
- Anti-bullying policy
- Equalities objectives
- Online safety policy
- Exclusion policy
- Behaviour policy
- Looked after children policy
- Relationships, health and sex education policy
- Safeguarding, child protection and associated procedures
- SEND policy and information report
- Supporting pupils with medical conditions