Inclusion Policy

Policy- Document Status			
Date of Policy Creation	September 2026	Named Responsibility	SENDCO Mrs. T. Mahoney
Date of Policy Adoption by Governing Body		Autumn 2026	
Review date:		Autumn 2027	

Holmer Lake Primary School values the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all our children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims:

Holmer Lake Primary School aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- Girls and boys
- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees.
- Children who need support to learn English as an additional language.
- Children with additional learning needs.
- The most able and talented children.
- Children with special educational needs.
- Children who are subject to Child Protection or Child in Need plans.
- Children who are at risk of dissatisfaction or exclusion, young carers, sick children, children with families under stress.

Planning and Learning

We plan a curriculum that meets the specific needs of individuals and groups of children. When planning teachers set high expectations and provide opportunities for all pupils to achieve. Teachers need to be aware that pupils bring different experiences, interests and strengths to school which influence the way they learn. Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability. Teachers need to ensure that teaching assistants have access to relevant planning so that they can support children appropriately.

Teachers should take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments
- Securing their motivation and concentration
- Providing equality of opportunity through teaching approaches
- Using appropriate assessment approaches
- Setting targets for learning
- Developing positive relationships with students
- Setting appropriate learning challenges
- Responding to the diverse needs of children
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Providing other curricular opportunities to meet the needs of individuals or groups of children

Teachers plan for differentiation for the most able through:

- Tasks which demand higher-order thinking skills
- Access to advanced resources and materials which support the level of challenge
- Extension — not more of the same but more appropriate work
- Stimulating lessons that have pace so that pupils are motivated by challenge
- Creative learning tasks which are open-ended and uncertainty to permit pupils to impose meaning, make reasoned judgements or produce multiple solutions
- The opportunity to take risks in an organised way and sometimes fail and to work collaboratively
- Learning that provides the opportunity for choice and personalisation

We recognise that such learning opportunities benefit all students, not just those identified as the most able.

Teachers plan for the special educational needs through:

- Adapted learning objectives and success criteria
- Adapted and differentiated printed text to improve access and understanding
- Writing frames
- Hands on equipment
- Multi-sensory learning opportunities
- Extra adult support
- Additional visual cues
- Learning opportunities which reflect Individual Support Plans
- Specialised targets

Children with SEND have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

Children have a difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

The school aims for early identification of special needs. This is done through monitoring of achievement and teacher observation. It is the role of the teacher to inform the SENCo of concerns regarding a child's learning. The SENCo then ensures that further assessment and support takes place.

Children with Disabilities

The school is committed to providing an environment that allows these children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers and support staff working with disabled children, undertake work which:

- Takes account of their pace of learning and the equipment they use

- Takes account of the effort and concentration needed in oral work or when, using visual aids
- Is adapted or offers alternative/differentiated activities in those subjects where children are unable to manipulate tools/equipment or use certain types of material
- Allows opportunities for them to take part in educational visits and other activities linked to their studies
- Includes approaches that allow hearing impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science and also, to use visual resources and images both in art and design and in design technology
- Use assessment techniques that reflect their individual needs and abilities
- Takes account of pupils whose disabilities impact upon their behaviour and make reasonable adjustments to accommodate this