



Matchborough First School Academy



Inclusion policy

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Date approved by Governors:
Date of renewal: September 2026

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INCLUSION POLICY 2024-2026

Introduction

Matchborough First School Academy is an inclusive school that embraces the concept of equality of opportunity for all. The school not only supports mainstream children with Special Educational Needs and Disabilities (SEND) but also those in the eleven place Language Class which the school hosts; children in the Looked After System; and the increasing number of children with English as an additional Language.

Definition

Inclusion means that children regardless of gender, ability, attainment, race, social diversity, faith or culture are supported. The school aims to raise standards and enable all children to reach their full potential through a broad and balanced curriculum that meets the specific needs of individuals and groups of pupils using a range of different teaching and learning styles and promoting tolerance and understanding for all.

Aims and Objectives

All children have a right to an education and to attend school. Schools should:

- set suitable learning challenges
- respond to diverse learning needs
- overcome barriers to learning and assessment for individuals and groups of pupils

Setting suitable learning challenges

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. Teachers should be flexible in their approach and teach the knowledge, skills and understanding in relation to their pupils' abilities. Flexibility should account for any gaps in children's learning due to their circumstances.

Where attainment falls below expected levels, work should be suitably differentiated to provide personalised learning. Where pupils' learning exceeds expected levels, teachers should draw upon materials from mastery levels and again differentiate and personalise learning.

Responding to pupils' diverse learning needs

When planning, teachers should set high expectations and provide opportunities for achievement of all pupils including:

- Boys and girls
- Summer born children
- Children eligible for free school meals / pupil premium
- SEN pupils
- Pupils' with physical disabilities
- Pupils with long-term sickness or more immediate medical conditions

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- Gifted and talented pupils
- All social and cultural backgrounds
- Pupils of different ethnic groups to include travellers, refugees, asylum seekers and diverse linguistic backgrounds
- Pupils in the Looked After System

Teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability

- Teachers should create effective learning environments
- Secure pupils motivation and concentration
- Provide equal opportunities through teaching approaches
- Use appropriate assessment approaches
- Set targets for learning

Overcoming barriers to learning and assessment for individuals and groups of pupils

Teachers must take account of requirements and make provision to support individuals or groups of pupils to enable them to participate effectively in curriculum and assessment activities (Special arrangements at the ends of key stages are available to support vulnerable pupils).

- SEND pupils are looked after by the code of practice and the strategies laid out in the SEND Policy (See SEND Policy and Behaviour Policy).
- Pupils with SEN and disabilities need to be able to work alongside their peers. Teachers must ensure through their planning that these children are able to access and fully participate in lessons and are supported. Provision maps, Care Plans, Personal Emergency Evacuation Plans (PEEPs) are put in place.
- Progress of pupils learning English as an additional language are monitored by the school. Teachers need to ensure that their spoken and written English is developed and that difficulties are not related to learning difficulties (see EAL Policy).
- Pupils in the Looked After System are supported by the Designated teacher for LAC (See LAC Policy). They have a Personal Education Plan which is reviewed every six months.
- Vulnerable children are supported where necessary by the Designated Teacher for Safeguarding with liaison between school and children's services and other agencies (see Safeguarding Policy) and /or Family Support Worker.

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Roles and Responsibilities

Governing Body

The Governing body must do its best to ensure that the necessary provision is made for all pupils

Headteacher

The Headteacher has responsibility for the operation and implementation of the school's policies in relation to all individuals and groups of pupils and for overseeing the teaching, learning and assessment of all pupils.

Access and Inclusion Leader – Over-seeing the day-to-day operation of the school's Access & Inclusion Policy, which includes the above pupils and liaising with the Headteacher, teachers, TAs and parents when appropriate.

Parents

Liaison with the school is important and must be encouraged and parents should be the first port of call when appropriate. Parents must be treated with sensitivity, especially where there are language barriers. Interpreters may help provide better communication between home and school. Respect for customs and cultures must be shown and understood at all times. Emotional support may need to be given to parents who are experiencing concerns about their child's difficulties.