



DANE ROYD J&I SCHOOL

Inclusion Policy

Review frequency: Annually

**Approval by: Chantal
Midgley**

Date approved: 11/09/2026

Policy date: 11/09/2026

Review date: 10/09/2026

Lead personnel: J.Davison

Aims which guide our policies and practice at Dane Royd School



PERSEVERANCE

As a school, we aim to nurture an environment where children and staff achieve and thrive. We want to build strong foundations and a love of learning where every member of our school community feels they belong, can be, and become the very best version of themselves. We want our children to understand the rich heritage of the world; to be a positive member of their community and to become skilled citizens who have self-belief, passion and empathy for the world in which they live.

Our Agreed Strong Foundations are:



RESPECTFUL

- To create a school environment which nurtures and encourages a life-long love of learning.
- All members of the school community will live the school values. Through these values, we will equip our young people with the skills for life, to make them reflective, empathetic and open-minded members of the community.
- To provide vital enrichment activities to provide opportunities for our children to experience and thrive in.
- To teach the knowledge and skills to enable our young people to make informed decisions about their well-being, health and relationships to build their self-efficacy.
- To celebrate differences and diversity, and promote equity of opportunity so all can thrive together.
- To have high aspirations for all our young people. We want every child to succeed in their own way. Successful learning means enabling every individual – regardless of background, race, gender, disability, sexuality or socioeconomic status – to flourish in our school.
- To support pupils to become responsible, active citizens who can play their part in public life as young people and adults in modern Britain.
- We want our children and staff to be proud of their school. By following our school values, we will build a respectful, dynamic and inclusive school community where everyone's achievements are celebrated.



OPEN-MINDED



UNDERSTANDING



DETERMINED

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

1. Introduction and Rationale

At Dane Royd School we are full committed to promoting inclusion of all children, whatever their age, ability, gender, race, disability or social background. It is our belief that the teaching and learning, achievements, attitudes and well-being of every child in school is of the utmost importance. Our philosophy is to promote a highly positive ethos where all members of the school community are valued for themselves and what they have to offer.

2. Aims

At Dane Royd School we endeavour to:

- Be an inclusive school where equal opportunity is a reality for all
- Provide equal opportunities for all groups
- Give all children the opportunity to join in with school life, the curriculum and their peers
- Promote good physical and mental health for all
- Safeguard the interests of all children
- Ensure all children achieve their potential
- Pay close attention to 'different groups' to ensure all achieve their potential. 'Different groups' include, but are not limited to the following:
 - All gender groups
 - All sexes
 - All faith groups
 - All ethnic groups
 - Travellers
 - Asylum seekers and refugees
 - Children with EAL
 - Looked after children
 - Disabled children
 - Young carers
 - Children at risk of exclusion
 - Pupil Premium
 - Children in receipt of FSM

2.1 How do we achieve inclusion?

We achieve Inclusion by continually reviewing what we do, through asking ourselves questions such as:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What do we do for those children who we know are not achieving their best?
- Are our actions effective?

We aim to:

- Give all children the opportunity to succeed and achieve personally.
- Take into account prior assessment and the interests of all children as well as the demands of the National Curriculum when planning work.

- Allow children to work at earlier stages if this is judged to be appropriate, particularly if there are profound learning difficulties.
- Design activities which are in line with the child's individual needs, with the support of a 'Supporting Me to Learn Plan' or 'Supporting Me to Thrive Plan' if a child is identified as being on the SEN Register. This is if the attainment of a child is below age related expectations in line with the LA SEN matrix of identified need.
- Use material from a later stage to extend the breadth and depth of work for a child or group where achievement exceeds the national age related expectations. The school strives for pupils to be working at greater depth. Teachers will also use their personal knowledge of that child or group to plan interesting challenges, give additional responsibilities and independence or greater choice.

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

4. Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Roles and responsibilities

5.1 The Inclusion Lead

The Inclusion Lead is James Davison.

They will:

- Work with the headteacher, SENCO and Inclusion governor to determine the strategic development of the inclusion policy and provision in the school
- Have day-to-day responsibility for the operation of this inclusion policy

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that all groups
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Contribute to the professional development of all staff
- Manage a range of resources to enable appropriate provision to be made for children with SEND
- Write the Inclusion Strategy and manage the Inclusive Mainstream Funding

5.2 The Inclusion governor

The Inclusion governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- Monitor the quality of provision for all groups across school

5.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of all groups of learners and those with SEN and/or a disability
- Have overall responsibility for the management of the SEN funding and Pupil Premium funding

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class by responding to the diversity of needs in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring children feel valued and safe in their class
- Work with any external professionals/agencies to secure diagnosis or extra support • Ensuring they follow the Inclusion and SEND policy

Each class teacher will strive to ensure children:

- Feel secure and know their contributions are valued.
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Participate safely in clothes that are appropriate to their religious beliefs
- Are taught in groups that allow all to experience success
- Use materials that reflect a range of social and cultural backgrounds without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable them to succeed
- Are encouraged to participate fully, regardless of disabilities or medical needs

6. Curriculum, Teaching and Learning, Monitoring

The school delivers the National Curriculum by law and has developed a highly engaging curriculum accessible to the full spectrum of different groups identified previously in the policy. It has been carefully designed to meet the needs of our children, taking in to account the context of our school and any gaps in experiences that children in our context might have e.g. not being as ethnically diverse as other areas.

Teachers are made aware of the school's contextual information and Income Deprivation Affecting Children Index (IDACI) score, provided by the local authority, at the beginning of the academic year so they are fully aware of the different/ lack of different children represented in school and plan accordingly.

Whilst we use our best endeavours to meet the need of all in our care, we recognise that some parents/professionals may wish to seek out specialist support or expertise and will work in partnership accordingly, always making decisions with the child at the heart and with our professional judgement of how to support the best outcomes for the child.

We have continuous assessment of pupils to ensure they are achieving as much as they can and that they are deriving the maximum benefit (according to their individual needs) from what the school provides:

- All Lower Foundation children are assessed when they first start in Nursery and then termly according to the Foundation Stage Profile.
- The children in Upper foundation Stage are assessed according to the Foundation Stage Profile.
- Children transferring from other schools have their records sent to the school. Individual teachers examine the records and make contact with the relevant school if

necessary. Assessments are used to inform the school of any diverse needs the child might have.

- Year 1 take the Phonics Screening
- Year 4 take the multiplication screening test
- Year 6 take the SATs tests and have teacher assessments results sent to the DfE.
- To monitor progress and attainment across the whole school termly pupil progress meetings take place between the DHT for curriculum and assessment, the supporting AHT teacher and the class teacher. Staff are expected to provide evidence of attainment and work scrutiny and moderation of outcomes takes place within this half day meeting.
- The results undergo detailed analysis to identify individual children who are under-achieving and the overall attainment of the diverse groups within the school. This information is used to enable the school to target extra support to individuals and groups of pupils.
- An assessment booklet of whole school pupil outcomes is produced termly for the SLT, with outcomes shared with year group staff. An anonymised version is created for Governors on the Standards Committee. Termly outcomes of pupil progress are shared at the full Governing Body meetings.
- All children are continually assessed in core and foundation subjects. A combination of national testing resources are used to standardise outcomes.
- The Head Teacher and Senior Management Team monitors the general ethos throughout the school, including the attitude towards pupils in different groups, on a daily basis. It is the responsibility of all members of staff to be involved in.
- Records are kept of any incidents of a serious nature, including racial, homophobic, bullying incidents and copies are sent to the relevant body.
- The attendance of pupils is monitored constantly by the headteacher and attendance officer in conjunction with teaching staff and members of the office staff.
- The EWO is alerted if attendance becomes a cause for concern, they visit school on a monthly basis

6.1 Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum assessment arrangements. The school policy is to do this only in exceptional circumstances. We support pupils to work towards achieving within the new national curriculum through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary we also support through working with the appropriate professional agencies and departments. In such cases, teachers work closely with these partners to support the child. In exceptional cases we may recommend during the EHCP / My Support Plan Annual Review process that modification or disapplication is appropriate. We would only do this after careful consultation with everyone involved. Should it be agreed that we go ahead we would do so through:

- Section 364 of the Education Act 1996. This allows for modification or disapplication of the National Curriculum or elements of it, through a statement of Special Educational Needs.
- Section 365 of the education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

6.2 Disaffected pupils

At Dane Royd School every effort is made to provide early intervention and support for those pupils who are disaffected or at risk of exclusion as a result of inappropriate behaviour. Behaviour Management Programmes will be implemented at the same time as seeking the help and support from parents before exclusive action is taken. Exclusion will be implemented only in extreme circumstances. The school works closely with the Behaviour and Exclusion Support Team in Wakefield to ensure that appropriate support is put in place for pupils requiring it.

7. SEN information report – PLEASE SEE FULL SEN INFORMATION REPORT ON WEBSITE

8. Monitoring arrangements

This policy and information report will be reviewed by Emma Wake **bi-annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

9. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- SEND Policy
- Behaviour/Risk Assessment
- Equality information and objectives
- Supporting pupils with medical conditions
- Fire Safety Policy
- Health and Safety Policy
- Intimate Care



DANE ROYD J&I SCHOOL

