



DANE ROYD J&I SCHOOL

Inclusion Policy

Review frequency: Bi-Annually

Approval by: Chantal Midgley

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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 fully committed to promoting inclusion of all children, whatever their age, ability, sex, race, disability, religion or belief, gender identity, sexual orientation or social background. It is our belief that the teaching and learning, achievements, attitudes and wellbeing of every child in school are 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.

Inclusion at Dane Royd School is not viewed as something additional to our core purpose. It is the responsibility of every adult in school and underpins our vision that every child achieves, belongs and thrives.

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 children achieve their potential.

These groups include but are not limited to:

- All gender groups
 - All sexes
 - All faith groups
 - All ethnic groups
 - Travellers
 - Asylum seekers and refugees
 - Children with English as an Additional Language
 - Looked After Children
 - Disabled children
 - Young carers
 - Children at risk of exclusion
 - Pupil Premium children
 - Children in receipt of Free School Meals
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2.1 How Do We Achieve Inclusion?

We achieve inclusion by continually reviewing what we do and asking ourselves:

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

We aim to:

- Give all children the opportunity to succeed and achieve personally.
 - Take account of prior assessment and children's interests as well as the demands of the National Curriculum.
 - Allow children to work at earlier stages where appropriate.
 - Design activities matched to individual need.
 - Use Supporting Me to Learn Plans and Supporting Me to Thrive Plans where appropriate.
 - Extend learning opportunities for higher attaining pupils.
 - Promote challenge, responsibility, independence and ambition for all pupils.
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2.2 Equality, Diversity and Belonging

At Dane Royd School we are committed to creating a culture where every child feels they belong, is valued and is able to participate fully in school life.

We recognise our duties under the Equality Act 2010 and actively work to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations between different groups.
- Promote respect, understanding and tolerance.
- Challenge prejudice, stereotypes and discriminatory behaviour.

The school promotes inclusion regardless of:

- Disability
- Race
- Religion or belief
- Sex
- Gender reassignment
- Pregnancy and maternity
- Sexual orientation
- Socio-economic circumstance
- Special educational need

Through our curriculum, assemblies, enrichment activities and wider opportunities we seek to develop appreciation of diversity, mutual respect and belonging.

2.3 Pupil Voice and Family Partnership

We believe successful inclusion is achieved through meaningful partnership with pupils and families.

Children are encouraged to contribute through:

- Pupil voice activities
- Supporting Me to Learn Reviews

- Supporting Me to Thrive Reviews
- SEND Reviews
- Annual Reviews
- School Council
- Leadership opportunities
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We are committed to co-producing plans and outcomes with parents and carers and recognise them as key partners.

The school will:

- Maintain regular communication.
 - Seek parental views when reviewing support.
 - Involve parents in target setting.
 - Ensure concerns can be raised easily.
 - Support effective transition between settings.
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2.4 Adaptive Teaching and Inclusive Practice

We believe high-quality teaching is the first response to meeting the needs of all learners.

Teachers will:

- Set high expectations for every child.
- Adapt teaching in response to need.
- Use assessment effectively.
- Provide scaffolds where appropriate.
- Make reasonable adjustments.
- Deliver an ambitious curriculum for all.

Adaptive practice may include:

- Visual supports
- Pre-teaching of vocabulary
- Flexible grouping
- Alternative recording methods
- Retrieval opportunities
- Sensory adaptations
- Structured language support
- Explicit instruction

Additional interventions complement rather than replace high-quality classroom teaching.

3. Legislation and Guidance

This policy is informed by:

- SEND Code of Practice 0-25 Years
- Children and Families Act 2014
- SEND Regulations 2014
- Equality Act 2010

- Working Together to Safeguard Children
 - DfE guidance relating to SEND, Equality and Inclusion
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4. Definitions

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

A child has a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to or different from that made generally available to pupils of the same age.

5. Roles and Responsibilities

5.1 The Inclusion Lead

The Inclusion Lead is James Davison.

Responsibilities include:

- Working with the Headteacher, SENCO and Governor.
 - Leading strategic inclusion development.
 - Day-to-day management of inclusion.
 - Supporting staff and families.
 - Managing resources.
 - Coordinating external agencies.
 - Ensuring Equality Act compliance.
 - Maintaining accurate records.
 - Contributing to staff development.
 - Managing Inclusive Mainstream Funding.
 - Writing and monitoring the Inclusion Strategy.
 - Leading the development of an inclusive culture.
 - Monitoring participation and outcomes of vulnerable groups.
 - Coordinating pupil and parent voice.
 - Overseeing staff training in inclusive practice.
 - Promoting inclusive teaching approaches across school.
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5.2 Inclusion Governor

The Inclusion Governor will:

- Raise awareness of inclusion issues.
- Monitor quality and effectiveness of provision.
- Support strategic development.
- Monitor outcomes of vulnerable groups.

5.3 The Headteacher

The Headteacher will:

- Determine strategic development.
 - Have overall responsibility for provision.
 - Ensure effective use of funding.
 - Promote an inclusive school culture.
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5.4 Class Teachers

Class teachers are responsible for:

- The progress of every child.
- Adaptive teaching.
- Reviewing provision.
- Working collaboratively with support staff.
- Liaising with outside agencies.
- Ensuring all pupils feel valued and safe.
- Following Inclusion and SEND policies.

Teachers will strive to ensure children:

- Feel secure and valued.
 - Appreciate differences.
 - Take responsibility.
 - Participate fully.
 - Experience success.
 - Access appropriate challenge.
 - Participate regardless of disability or medical need.
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6. Curriculum, Teaching, Learning and Monitoring

The school delivers a broad and ambitious curriculum accessible to all pupils.

The curriculum is designed to provide all pupils with meaningful opportunities to achieve, belong and thrive. Inclusion is considered when planning:

- Learning experiences
- Assessment
- Educational visits
- Residential visits
- Enrichment opportunities
- Leadership opportunities
- Wider school participation

The school seeks to remove barriers that prevent participation, engagement and achievement.

Continuous assessment takes place through:

- EYFS assessment
- Transition information
- Phonics Screening Check
- Multiplication Tables Check
- SATs
- Teacher assessment
- Pupil progress meetings
- Whole-school analysis
- Governor reporting

The attendance of all pupils is monitored in line with the Attendance Policy.

6.1 Graduated Approach to Inclusion

The school follows the Graduated Approach described in the SEND Code of Practice.

Assess

Information may include:

- Teacher assessment
- Parent voice
- Pupil voice
- Attendance information
- Wellbeing concerns
- External professional advice

Plan

Appropriate support, outcomes and provision are agreed.

Do

Support strategies and interventions are implemented.

Review

Impact is evaluated and provision amended as required.

This cycle ensures support remains responsive and focused upon improved outcomes.

6.2 Mental Health and Emotional Wellbeing

Emotional wellbeing is fundamental to successful learning.

We aim to:

- Promote positive mental health.
- Identify concerns early.
- Reduce barriers to learning.
- Support SEMH needs.
- Work collaboratively with families.

Support may include:

- Nurture provision
- Emotional literacy support
- Individual wellbeing plans
- Pastoral support
- Early Help

- Referral to external agencies

We recognise that behaviour can be a form of communication.

6.3 Inclusive Behaviour and Attendance

The school is committed to reducing barriers affecting attendance and engagement.

We recognise that:

- SEND may impact attendance.
- Anxiety may affect participation.
- Medical conditions may create barriers.
- Family circumstances may influence attendance.

We will:

- Work proactively with families.
- Identify concerns early.
- Put support in place quickly.
- Make reasonable adjustments.
- Work with external professionals.

The school seeks to minimise suspensions and exclusions through early intervention and positive behaviour support.

6.4 Accessibility and Reasonable Adjustments

The school is committed to ensuring all pupils can access educational opportunities.

Adjustments may include:

- Adapted resources
- Alternative communication methods
- Sensory adaptations
- Environmental modifications
- Access arrangements
- Adapted timetables

The Accessibility Plan outlines improvements to:

- Curriculum access
 - Physical access
 - Information access
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6.5 Disapplication and Modification

The school may modify or disapply National Curriculum assessment arrangements only in exceptional circumstances.

Such decisions are made through consultation with families and professionals and in accordance with relevant legislation.

7. SEN Information Report

Dane Royd School is committed to ensuring that all pupils with Special Educational Needs and Disabilities receive the support they need to achieve their full potential and participate fully in school life.

The school operates a graduated approach to identifying and supporting pupils with SEND and works closely with families, external agencies and the Local Authority to ensure needs are appropriately met.

The school's SEND provision is based upon the principles of:

- Early identification of need.
- High-quality adaptive teaching.
- Partnership with parents and carers.
- Meaningful pupil participation.
- Evidence-informed interventions.
- Regular review of outcomes and provision.
- Preparation for successful transitions.

Provision may include:

- Quality First Teaching.
- Targeted interventions.
- Support from specialist staff.
- Advice from external agencies.
- Additional resources and reasonable adjustments.
- Education, Health and Care Plan provision where applicable.
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The school maintains a SEND Register and regularly reviews the effectiveness of support through the Assess, Plan, Do, Review cycle.

Parents, carers and professionals can access detailed information relating to SEND provision, local authority support services, admission arrangements, accessibility information and complaints procedures through the school's published SEND Information Report. The full SEND Information Report is available on the school website and is reviewed annually.

7.1 Transition and Preparation for Adulthood

Although primarily aimed at secondary-aged pupils, the SEND Code of Practice expects preparation for adulthood to begin from the earliest years.

Dane Royd School recognises that successful transition is an essential part of inclusion.

We support transition through:

- Nursery to Reception transition programmes.
- Class-to-class transition meetings.
- Additional transition visits where required.
- Sharing of pupil information with receiving staff.
- Close liaison with receiving schools.
- Multi-agency planning for pupils with SEND.

- Person-centred planning approaches.
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Our aim is to ensure every child feels safe, confident and ready for the next stage of their education.

8. Monitoring Arrangements

Dane Royd School recognises that inclusion is only effective when its impact is measured. The school is committed to rigorous evaluation of outcomes to ensure all pupils, particularly those vulnerable to underachievement or exclusion, receive equitable opportunities, support and challenge.

The effectiveness of inclusion is monitored by the Inclusion Lead, Senior Leadership Team and Governing Body through a range of quantitative and qualitative measures.

8.1 Monitoring the Impact of Inclusion

The effectiveness of inclusive practice will be monitored through:

Achievement and Progress

The attainment and progress of pupils will be analysed termly to identify strengths, barriers and trends within and between groups.

Monitoring will include:

- Individual pupil progress.
- Cohort progress.
- Progress of pupils with SEND.
- Progress of disadvantaged pupils.
- Progress of children with EAL.
- Progress of looked after and previously looked after children.
- Progress of pupils at risk of exclusion.
- Attainment of vulnerable groups compared with national expectations.
- Greater depth and higher attaining pupil outcomes.

This information will inform school improvement priorities, intervention planning and resource allocation.

Attendance and Engagement

Attendance information will be reviewed regularly to identify patterns and emerging concerns.

The school will monitor:

- Overall attendance.
- Persistent absence.
- Severe absence.
- Attendance of pupils with SEND.
- Attendance of disadvantaged pupils.
- Attendance of vulnerable groups.

- Participation in enrichment opportunities.
- Participation in educational visits.
- Participation in after-school clubs.
- Access to leadership opportunities.

Where barriers are identified, the school will work collaboratively with families and external agencies to improve outcomes.

Behaviour and Inclusion Data

The school will monitor:

- Behaviour incidents.
- Suspensions.
- Permanent exclusions.
- Internal alternative provision arrangements.
- Reduced timetables.
- Positive handling incidents.
- Bullying incidents.
- Racist incidents.
- Homophobic incidents.
- Sexist incidents.
- Prejudice-related incidents.

Analysis of this information enables leaders to evaluate whether particular groups are disproportionately represented and whether additional support or reasonable adjustments are required.

Wellbeing and Safeguarding

The school recognises the strong relationship between inclusion, wellbeing and safeguarding.

Monitoring will include:

- Pupil wellbeing surveys.
- Pupil voice activities.
- Early Help involvement.
- Social, Emotional and Mental Health concerns.
- Child Protection concerns.
- Family support referrals.
- Emotional wellbeing provision.
- Access to pastoral support.

This information is used to identify emerging vulnerabilities and ensure appropriate support is provided at the earliest opportunity.

8.2 Pupil Voice

Pupils play an essential role in evaluating the effectiveness of inclusion.

The school will gather pupil views through:

- School Council.
- Classroom discussions.
- Pupil questionnaires.
- Inclusion reviews.
- Supporting Me to Learn meetings.
- Supporting Me to Thrive meetings.
- SEND reviews.
- Annual Reviews.

The views of children will inform future developments and school improvement priorities.

8.3 Parent and Carer Voice

The school actively seeks the views of parents and carers regarding inclusion.

Feedback may be gathered through:

- Parent surveys.
- Review meetings.
- Consultation events.
- Annual Reviews.
- Informal discussions.
- Complaints and compliments procedures.

We recognise parents as experts in their children and value their contribution when evaluating provision and identifying future priorities.

8.4 Staff Voice and Professional Development

The school will regularly evaluate staff confidence and expertise in inclusive practice.

Monitoring may include:

- Staff questionnaires.
- Professional development evaluations.
- Lesson visits.
- Learning walks.
- Curriculum reviews.
- Provision audits.

Findings will be used to inform future staff training and leadership priorities.

8.5 Governor Monitoring

The Governing Body has strategic oversight of inclusion across the school.

Governors will:

- Receive regular reports on inclusion outcomes.
- Scrutinise progress and attendance data.
- Monitor behaviour and exclusion patterns.
- Review progress against inclusion priorities.

- Evaluate the effectiveness of spending and resource allocation.
- Monitor compliance with statutory responsibilities.
- Ensure the school fulfils its duties under the Equality Act 2010.

The Inclusion Governor will meet regularly with the Inclusion Lead and report findings to the Governing Body.

8.6 Annual Review of Inclusion

Each academic year the Inclusion Lead will complete an evaluation of inclusion across the school.

This evaluation will consider:

Culture

- Do children feel safe?
- Do children feel they belong?
- Are differences respected and celebrated?
- Is discrimination challenged effectively?

Participation

- Can all children access school life?
- Are clubs and visits representative of the school population?
- Are barriers being removed effectively?

Achievement

- Are all groups making strong progress?
- Are attainment gaps reducing?
- Are outcomes improving over time?

The findings of this review will contribute directly to:

- The School Development Plan.
 - The Inclusion Strategy.
 - Governor monitoring activities.
 - Budget planning.
 - Staff development priorities.
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8.7 Review of this Policy

This policy will be reviewed bi-annually by the Inclusion Lead or sooner if:

- Legislation changes.
- Statutory guidance changes.
- Significant local authority guidance changes.
- School evaluation identifies a need for amendment.

The policy will be approved by the Governing Body and published in accordance with statutory requirements.

Dane Royd School believes that effective inclusion is demonstrated not simply by the support that is provided, but by the outcomes that children achieve, the relationships they experience and the sense of belonging they develop as valued members of the school community.

9. Links with Other Policies and Documents

This Inclusion Policy should be read alongside a range of statutory and non-statutory policies which together support the school's commitment to ensuring every child achieves, belongs and thrives.

Inclusion is not a stand-alone area of school improvement. Inclusive practice should be evident throughout all aspects of school life, including teaching, learning, leadership, safeguarding, behaviour, attendance and wellbeing.

9.1 SEND Policy

The SEND Policy outlines the school's procedures for identifying, assessing and supporting pupils with Special Educational Needs and Disabilities.

It provides detailed information regarding:

- SEND identification procedures.
- SEN Support.
- Education, Health and Care Plans.
- SEND reviews.
- Roles and responsibilities.
- Statutory processes.

This policy should be read in conjunction with the Inclusion Policy to ensure a coherent approach to supporting pupils with additional needs.

9.2 SEN Information Report

The SEN Information Report provides parents, carers and professionals with detailed information regarding:

- SEND provision.
- External support services.
- Complaints procedures.
- Accessibility arrangements.
- Support available for pupils and families.
- Local Authority services.

The report is reviewed annually and published on the school website.

9.3 Inclusion Strategy

The Inclusion Strategy provides the operational plan for implementing the principles outlined within this policy.

The strategy identifies:

- Current school priorities.
- Barriers to inclusion.
- Planned improvement activity.
- Funding allocations.
- Success criteria.
- Intended outcomes.

The strategy is reviewed regularly by school leaders and governors and informs the School Development Plan.

9.4 Equality Information and Objectives

The Equality Information and Objectives document outlines how the school fulfils its responsibilities under the Equality Act 2010.

This includes:

- The Public Sector Equality Duty.
- Equality objectives.
- Monitoring arrangements.
- Protected characteristics.
- Actions to promote equality of opportunity.

Together, this policy and the Equality Objectives demonstrate the school's commitment to eliminating discrimination and promoting inclusion for all.

9.5 Accessibility Plan

The Accessibility Plan sets out how the school will continually improve access to:

- The curriculum.
- The physical environment.
- Information and communication.

The plan supports pupils, parents, visitors and staff with disabilities and is reviewed regularly by leaders and governors.

9.6 Behaviour Policy

The Behaviour Policy supports the school's commitment to an inclusive, respectful and safe environment.

The policy outlines:

- Behaviour expectations.
- Rewards and recognition.
- Support strategies.
- Reasonable adjustments.
- Restorative approaches.
- Consequences and sanctions.

The school recognises that behaviour is often influenced by underlying need and seeks wherever possible to understand and remove barriers to success.

9.7 Attendance Policy

The Attendance Policy describes how the school works with pupils and families to promote excellent attendance and remove barriers to engagement.

It includes:

- Monitoring arrangements.
- Support for vulnerable pupils.
- Early intervention processes.
- Statutory procedures.
- Roles and responsibilities.

Attendance is recognised as a key component of inclusion and educational success.

9.8 Safeguarding and Child Protection Policy

Safeguarding underpins all aspects of inclusion.

The Safeguarding and Child Protection Policy outlines:

- Safeguarding procedures.
- Early identification of vulnerability.
- Child protection responsibilities.
- Multi-agency working.
- Early Help support.

The school recognises that children who experience disadvantage, SEND or social vulnerability may face additional safeguarding risks and ensures these are considered when planning support.

9.9 Mental Health and Wellbeing Policy

The school is committed to promoting positive mental health and emotional wellbeing for all members of the school community.

This policy outlines:

- Universal wellbeing approaches.
- Early identification procedures.
- Pastoral support.
- External referrals.
- SEMH provision.

Mental health and wellbeing are recognised as central components of inclusive practice.

9.10 Anti-Bullying Policy

The Anti-Bullying Policy supports the school's commitment to creating a safe and respectful environment where every child feels valued and included.

The policy addresses:

- Bullying prevention.
- Reporting procedures.
- Investigation processes.
- Restorative practice.
- Monitoring and evaluation.

The school adopts a zero-tolerance approach to bullying, discrimination and prejudice-related incidents.

9.11 Supporting Pupils with Medical Conditions Policy

The school aims to ensure pupils with medical needs can participate fully in all aspects of school life.

This policy outlines:

- Individual Healthcare Plans.
- Administration of medicines.
- Risk assessments.
- Staff responsibilities.
- Emergency procedures.

Reasonable adjustments will be made wherever possible to support participation and achievement.

9.12 Educational Visits Policy

Educational visits are an important part of an inclusive curriculum.

This policy outlines how the school ensures:

- Equal access to educational visits.
- Appropriate risk management.
- Reasonable adjustments.
- Additional support where required.
- Safe participation for all pupils.

The school seeks to ensure no child is disadvantaged from participating in learning beyond the classroom.

9.13 Intimate Care Policy

The Intimate Care Policy ensures the dignity, safety and wellbeing of pupils requiring support with personal care.

It outlines:

- Roles and responsibilities.
- Safeguarding arrangements.
- Partnership with parents.
- Individual plans.
- Staff training requirements.

The policy supports inclusion by ensuring personal care needs do not prevent access to the full life of the school.

9.14 Health and Safety and Fire Safety Policies

The school is committed to maintaining a safe and accessible environment for all pupils, staff and visitors.

These policies support inclusion through:

- Safe learning environments.
- Emergency planning.
- Individual risk assessments.
- Accessibility considerations.
- Reasonable adjustments where required.

The school ensures that health and safety arrangements take account of the diverse needs of the school community.

Policy Statement

Dane Royd School is committed to ensuring that every child is welcomed, valued and supported to participate fully in school life. Through high expectations, strong relationships and a relentless commitment to removing barriers, we strive to create an environment where all children can achieve, belong and thrive regardless of their background, need or circumstance. Inclusion is a shared responsibility and lies at the heart of everything we do.
