



Helsby Hillside Primary School

Inclusion Policy

Introduction

We are committed to ensuring that every one of our children is given every opportunity to achieve the highest possible standards and to thrive within the rich and varied life of our school. This policy ensures that these opportunities are available to all children—regardless of their race, gender, socioeconomic background, talents, disabilities, or learning needs—so that every child is supported to succeed and participate fully in all aspects of school life.

Aims and objectives

Our school aims to be an inclusive school. This means that equality of opportunity will be a reality for all our children. We aim to help all children meet the same high standards. We realise this through the attention we pay to all children:

- Children from minority ethnic and faith groups, travellers, asylum seekers and refugees
- Boys and girls
- Children who may need support to learn English as an additional language
- Children who have a disability
- Children who have a learning disability
- Children with a talent
- Looked after children
- Children with a medical condition
- Other children such as young carers, those children from families under stress
- Disadvantaged pupils
- Children who are at risk of disaffection or exclusion

Inclusion at Hillside is a process whether it is in the class or generally within the school. We aim to provide a broad and balanced education for all our pupils. We will address both learning and physical barriers to access by having accurate knowledge, understanding and skill to meet each child's particular needs.

Hillside's belief of actively including all begins with the need of each individual child and reaches out towards the family, our local community and the future. We see our school as a learning community where everyone views education enthusiastically and where all children want to learn.

With kindness, respect and gratitude, together we aim high in all we do.

As an inclusive school Hillside continually promotes the following standards:

Attendance- We endeavour to ensure are pupils are present in school in order for them to be learning and for us to meet their individual needs whatever they may be.

Accessibility – Hillside as an inclusive school has made considerable progress towards making its buildings physically accessible to all its members and educationally accessible to all. Improvement plans are ongoing. The National Curriculum is our starting point for planning a curriculum that meets the needs of individuals and groups of children. We do this through: -

- Setting suitable learning challenges
- Responding to children’s diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children

Working Together – as an inclusive school we aim to work with other peripatetic agencies to support individuals where necessary and also the social network of primary schools and the feeder high school of Helsby High.

Equality – as an inclusive school every one of its members has rights and responsibilities and the same opportunity to benefit from, and take part in, the education provided by the school both within and beyond its premises.

Hillside Community – as an inclusive school our population is increasingly diverse. We welcome pupils regardless of their level or type of need. Our school also strives to welcome the community of Hillside and surrounding areas by inviting them regularly to school. This enriches our curriculum and all our pupils’ life experiences.

Co-ordinating the Inclusion Process

At Hillside Primary School the person responsible for co-ordinating the development of the inclusion process is Lynda Thomas.

All our teaching staff are responsible for promoting inclusion within the classroom.

All staff are aware of and are responsible for promoting inclusion within our school.

Co-ordinating Support within School

Mrs Lynda Thomas our SENDCO is responsible for co-ordinating special needs provision within our school. Our Special Needs Policy outlines her role.

We ensure that the pupils with specialist needs have access to a wide range of teaching strategies and resources to maximise their access to the curriculum.

We aim to ensure that pupils get the right support at the right time whether this be in terms of support for learning or pastoral support.

Where additional outside professionals are needed they work in our school and become part of the team to ensure that the inclusive ethos is fostered.

We ensure the inclusion of pupils with specific need by the deployment of relevant peripatetic agencies such as:

- School medical services
- Speech and Hearing Impairment services

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- Speech and Language Therapy
- Behaviour support
- Educational Psychologists for the inclusion of pupils with learning difficulties and/or emotional needs who will liaise with our staff and provide advice that can then be implemented in school.
- School Autism Support Service
- Physiotherapy
- Occupational Health

Admission Arrangements

We aim to give all our children the opportunity to succeed and reach their highest level of personal achievement. Our admission arrangements for pupils requiring learning support, physical support or emotional support will not differ from the arrangements for other pupils.

Specialist Support

We achieve inclusion by continually reviewing what we do through asking ourselves these key questions:

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

Facilities and Equipment

We have tried to ensure that all areas of the school are physically accessible to all pupils and will continue to monitor this. If a pupil starts school with a particular need, we recognise that further amendments may need to be made.

These will be assessed with support from LA and outside agencies in conjunction with school staff and the child's parents. Any equipment or alterations required will then be purchased.

Access to the Curriculum

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement. Reasonable adjustments are made based on children's individual needs so that they are not disadvantaged. When planning their work, teachers take into account the abilities of all the pupils in their class. Pre-planning and the pupil voice provide opportunities to shape their own learning.

Pupils who need extra support are given targeted teaching by their class teacher, may sometimes be supported in class by a teaching assistant or taught on their own or in small targeted groups.

All year groups run targeted intervention teaching programmes where the progress of pupils is reviewed regularly with teaching adapted as deemed appropriate.

Arrangements for Inclusion

At Hillside all our pupils are of equal value and have the same right to take part in the varied activities that we have to offer and the opportunities that they provide.

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All pupils are given the opportunity to be included on educational visits and residential activities. A range of after school clubs and extra curricular activities are on offer for both KS1 and KS2 children.

Role of Parents

We value working in partnership with the parents and guardians of all our pupils and we ensure that all families are aware of our inclusive approach and how this works in our school.

Our parents are encouraged to attend local village events (eg Hoho Helsby and Church Events), the many social events, assemblies, open days and parent's evenings organised by school. Many of our parents and grandparents also help in our school classrooms.

Learning Mentor

Our Learning Mentor Miss Hughes meets with any pupil at time of need and also offers ELSA support for pupils at the request of either parents or school staff.

Family Support Worker

We have our own Family Support Worker, Sue leigh, who works with our families and offers support and advice as needed. Referrals for support are made by school with the permission or request from families.

Role of the Governing Body

Our Governing body, in line with the SEND code of practice, has a Governor responsible for our inclusion. The Governor will liaise with the head teacher where necessary.

Concerns/Complaints

At Hillside we have an open-door policy and parents are encouraged to discuss any emerging concerns with relevant staff and our Headteacher.

Any formal complaints are dealt with in line with the procedures outlined in the complaints policy.

Reviewed by	Lynda Thomas – Inclusion Lead Adam Khan - Headteacher	February 2026
Approved by	Headteacher	February 2026
Next Review Date		February 2029