Dene House Primary School

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Inclusion Policy



Date of last review: Sept 2026

Date of next review: Sept 2027

Lead member of staff: Mrs Watson (Deputy Headteacher)

Introduction

To be read in conjunction with the following school policies: Accessibility, Equality; Anti-Bullying; Safeguarding, Special Educational Needs.

Inclusion at Dene House Primary means ensuring that every child is welcomed, valued and has access to high-quality education, regardless of their background, needs, or circumstances. It goes beyond simply having all pupils physically present; it's about removing barriers to learning so that all students can participate meaningfully and make progress.

Aims and objectives

Our 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 our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys;
- disadvantaged;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs including ASD;
- children who are at risk of disaffection or exclusion;
- travellers and asylum seekers.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children

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

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Roles and responsibilities

- The governing body provides strategic oversight, monitoring and accountability.
- Senior leadership leads policy implementation, staff development and the effective use of data.
- The Special Educational Needs and Disabilities Coordinator (SENCo) coordinates support, assessments and interventions.

- Inclusion lead: designated responsibility for driving inclusion policy implementation, coordinating across teams, monitoring progress, and leading inclusion-related training and improvement planning.
- Class teachers are responsible for differentiation, inclusive planning, and ongoing assessment.
- Support staff provide targeted help, mentoring, and adaptations.
- External partners—including NHS services, local authority teams, early years providers, and specialists—support the school with expert input.
- Parents and carers are engaged, asked for feedback, and partnered in decision-making.

Teaching and learning

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child shows particular aptitude through, for example: problem solving, enrichment or extension activities. Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Teachers ensure children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely, in clothing that is appropriate to their religious beliefs;
- are taught in groupings or settings that allow them 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 in all areas of school life, regardless of disabilities or medical needs.

Children with disabilities and/or health conditions:

The school is committed to providing an environment that allows children with disabilities/health conditions 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 ensure that the work for these children:

- 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, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;

- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- uses assessment techniques that reflect their individual needs and abilities

Disapplication and Modification

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child. In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's LAC member with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Racism and Inclusion

The diversity of our school community is addressed through our curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to governors, Tudhoe Leanring Trust and LA. The school contacts parents of those pupils involved in all racist incidents.

Resources:

- Books, work cards, equipment and other resources will be checked regularly through Work Scrutiny and Book Looks to see that they are non-stereotyping;
- Children will be encouraged to learn to identify, discuss and challenge stereotypes if they are found in existing material;

Admissions and Exclusions:

Our admissions arrangements are operated in conjunction with DCC and are fair and transparent, not discriminating on the protected characteristics or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact.

Staffing:

The school is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing;

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- A commitment to equal opportunities is included in the selection criteria for all posts.
- Teaching and support staff are encouraged to further their professional careers by attending courses suited to their posts.

Employer Duties:

As an employer, we need to ensure that we eliminate discrimination, victimisation and harassment in our employment practice and advance equality across all groups within our workforce.

Equality aspects such as age, gender, race, disability, sexual orientation, gender identity, marriage status, pregnancy, religion and belief are considered when appointing staff, assigning additional responsibilities and re-evaluating staffing structures, to ensure all decisions are free from discrimination.
Actions to ensure that this is met, include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development for all staff;
- SLT support to ensure equality of opportunity for all.

Role of the Governors:

- Agree the Equal Opportunities policy and ensure it is implemented;
- Ensure all appointments are made by giving due regard to this policy so that nobody is discriminated against;
- Welcome all applications to the school, whatever a child's background, ability, age, race, gender, sexual orientation, religion, belief or gender identity.

Role of the Headteacher:

- Implement the Equal Opportunities policy;
- Ensure all staff are aware of the policy, including staff new to the school;
- Ensure all appointments are made by giving due regard to this policy so that nobody is discriminated against;
- Treat all incidents of discrimination, bullying or unfair treatment with due seriousness.

Staff Responsibility:
It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all children and staff. They will endeavour to establish an atmosphere within school which effectively reduces prejudice and raises self-esteem, so that all children can develop independence, freedom of choice and knowledge of their right to take on whatever roles they choose, no matter what their background, gender or ability.

As a staff we have to remember that we are role models. We must recognise and challenge discrimination as and when it occurs. Staff are personally responsible for their own acts of discrimination, harassment, bullying or victimisation carried out during their employment.

Staff Training:
Active participation of all school personnel is necessary for a successful policy. Staff meetings will take place as a means of monitoring/evaluating the policy. Also 'raising awareness sessions' will be planned. All the staff have responsibility for promoting Equal Opportunities.

Success Criteria:
Equal Opportunity will be recognised or highlighted in the following areas:

- Assessment and analysis of attainment and progress
- Playground/classroom interaction
- Displays in school
- Perceptions of Governors and Parents
- Teaching styles
- Classroom observations and Learning Walks