East Midlands Academy Trust

Inclusion Policy

‘Every child deserves to be the best they can be’
## Scope: East Midlands Academy Trust & Academies within the Trust

<table>
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<tr>
<th>Version: <strong>FINAL</strong></th>
<th><strong>Filename:</strong> East Midlands Academy Trust Inclusion Policy</th>
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<tr>
<td><strong>Approval:</strong></td>
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<td>This policy was ratified by the East Midlands Academy Trust on</td>
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<td>East Midlands Academy Trust Strategic Board</td>
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<table>
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<tr>
<th>Non-statutory</th>
<th>Replaces Academy’s current policy</th>
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INCLUSION POLICY

1. Our Ethos

At East Midlands Academy Trust the spiritual, social, moral and cultural development of all our children and their safety is paramount. We believe that the most important function of the academies is to maintain an environment in which every member of the academy is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy for all others and place a high value upon individual achievement and personal development.

Our vision and purpose is embedded throughout our academies and is central to our whole trust ethos.

We are highly committed to promoting equality and inclusion within the academies and local community.

We actively promote and value the individuality of all our children and are committed to giving every one of our children maximum opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We believe that all children have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of academy life and we have very high expectations for all children.

The achievements, attitudes and well-being of all our children are central to all we say and do.

We believe that all children should be equally valued in our academies. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We aim to engender a strong sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. East Midlands Academy Trust is passionate about and totally committed to inclusion. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. Thus we value and provide for our learners in the best way to meet their individual needs and respond appropriately according to their varied life experiences and needs.

2. Aims

This policy helps to ensure that East Midlands Academy Trust promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We are committed to our academies being fully inclusive. We therefore 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 is a right and a reality for all our
children. We make this a reality through the attention we pay to the provision for and achievement of different groups of learners within our school which include:

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs (including those with a disability and/or medical needs)
- most able children
- children who are at risk of disaffection or exclusion
- travellers and asylum seekers and refugees
- children who are looked after by the Local Authority
- those of lower means and on free school meals or who receive Pupil Premium funding or who are otherwise disadvantaged.

We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- setting suitable learning challenges
- responding to pupils’ diverse learning needs
- overcoming potential barriers to learning and assessment providing other curricular opportunities outside the National Curriculum
- providing a stimulating, enriching and nurturing curriculum designed to meet the needs of individuals and/or groups of children.

We aim to provide happy, healthy and safe academies by:

- recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- nurturing of the whole child, where their happiness is central to all we do
- providing high quality pastoral care, support and guidance
- safeguarding the health, safety and welfare of pupils
• listening and responding to the concerns of children and parents
• taking care to balance the needs of all members of the academy community
• securing inclusive education by continually reviewing and evaluating the effectiveness of our provision and achievement of all our pupils.

These principles are interlinked and are at the heart of our provision and therefore we will:
• provide a warm, safe and welcoming environment for all who come to our academies
• ensure all staff are well trained and understand the needs of all pupils beyond the classroom
• provide quality first teaching and personalised learning strategies
• ensure that pupil support is proactive rather than reactive
• involve pupils and their families in decision-making
• provide support for pupils outside the academy and their families
• seek advice and support from a range of outside agencies and make links where possible
• ensure that all policies across the Academy Trust take account of such pupils
• review and monitor policies and interventions regularly to ensure they are successful and make changes where needed
• strive to ensure that all pupils are considered as individuals, are given responsibility and respect for themselves and each other and that they all have equal opportunities to achieve their full potential
• aim for our pupils and our staff to feel valued, content and secure with their learning environment. We actively promote creating a secure, accepting and stimulating academy environment where everyone has the right to learn and everyone will achieve their best.

3. Teaching and Learning Style

We aim to give all our pupils 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 to the best of their ability. Ongoing assessments of each child’s progress inform our provision and intervention strategies and measure their impact and effectiveness.

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.
the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

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
- are actively involved in their own learning and take responsibility for their own actions
- participate safely, in clothing that is appropriate to their religious beliefs
- are taught in groupings 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 permits a range of different learning styles.

All children, regardless of their needs, are fully involved in the setting of their targets, which are challenging and focus on success.

4. **Children with Disabilities**

4.1. Disability Statement

- We will endeavour to ensure all children make the best possible progress. No child or adult will be treated ‘less favourably’ for a reason related to their disability and ‘reasonable adjustments’ will be made to ensure that the disabled are not at a disadvantage. (The Special Educational Needs and Disability Act 2001).

- Some children in our academies have disabilities and consequently need additional resources. East Midlands Academy Trust is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our academies also allow wheelchair access.

- In response to The Special Educational Needs and Disability Act 2001, East Midlands Academy Trust, the staff and the governing body have written an Accessibility Plan, which is reviewed regularly by the Academy Trust, Principals, SEN Governors, SENCOs and TAs.
4.2. Disapplication and modification

- The academies can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our Academy Trust policy is to do this only in exceptional circumstances. The academies make every effort to meet the learning needs of all their 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/carers and the professionals involved in the child’s life. The governors 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 individual academy’s resources before considering such action.

- Should we go ahead with modification or disapplication, we would do so through Section 364 of the Education Act 1996. This allows 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.

5. Racism and Inclusion

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National 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 the governing body by the principal and reported to East Midlands Academy Trust. All members of staff and Governors have completed the Channel Prevent training course which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. On the rare occasions of racial incidents, the academies contact parents/carers of those pupils involved. Further details are to be found in East Midlands Academy Trust’s Race Equality and Equal Opportunities policy.

6. Support Services and External Agencies

East Midlands Academy Trust promotes the value of specialist advice and support from a variety of professional and voluntary services. We also welcome and positively promote links with educational bodies who can promote pupils’ learning and provide enhanced opportunities for our Gifted and Talented learners.

7. Positive Handling
At East Midlands Academy Trust, we firmly believe preventative methods and de-escalation techniques should be used to help children who are experiencing higher level of difficulties and that physical intervention is only used for the safety of the child concerned or for the safety of others. If positive handling does need to be used, then all incidents will be recorded in the positive handling book and a senior member of staff to be informed. The parent/carer will also be informed that physical intervention has been required.

Academies will use restrictive physical intervention only in line with Local Safeguarding Children’s Board’s “Restrictive Physical Intervention” policy. Reference should also be made to Use of Reasonable Force (DfE, 2013) [https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)

Our policy on physical intervention/positive handling by staff is also within the Academy Trust’s Behaviour Restraint Policy. When a child is endangering him/herself or others it must be the minimal force necessary to prevent injury to another person.

- Such events should be recorded and signed by a witness
- Staff who are likely to need to use physical intervention should be appropriately trained
- We understand that physical intervention of a nature, which causes injury or distress to a child, may be considered under safeguarding or disciplinary procedures.

8. Governing Body

The Governors have statutory responsibilities outlined in the Special Educational Needs and Disability Code of Practice. In line with this code, each academy has a designated named governor responsible for Special Needs and for Gifted and Talented provision. They are subsequently required to report annually to parents/carers on the fulfilment of the Academy Trust’s Inclusion Policy.

9. Partnership with Parents/Carers

Positive parental involvement is crucial and central in maximizing achievement and development of all our children but it is particularly important for vulnerable group children. In accordance with the Special Educational Needs and Disability Code of Practice, we believe it is essential to involve parents/carers from the earliest initial stages. Parents/carers are given the opportunity to express their views, be active in the decision-making process and actively participate in their child’s education, at review meetings, parent consultations and induction meetings. We strongly believe in building upon children’s strengths and celebrating them yet value the necessity for honest and open relationships with our parents/carers displaying a true and realistic picture of their child. We operate an ‘open door policy’ whereby all parents/carers are actively encouraged to share their concerns, no matter how small they may feel they are.
10. Complaints

If any parent/carer feels that an individual academy is not meeting the needs of their child, they should first contact the class teacher then the Inclusion leader. If the matter is not resolved, then an appointment should be made to consult the Principal. East Midlands Academy Trust’s Complaints Policy outlines this process in more detail. Parents/carers may also seek support from the Parent Partnership Services.

11. Staff Development

At East Midlands Academy Trust, we promote and encourage continuing professional development (CPD) and offer this in a variety of different means to ensure we remain fresh, up to date, reflective and forever improving and evolving. The key aim always being to enhance our practice to impact positively on our children with our passion to ensure we are fully inclusive always being at the heart of all we do.