



## Inclusion Policy

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|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <b>Written By</b>                                   | <b>Senior Leadership Team</b>                                                                                                                                   |   |
| <b>Frequency of Review</b>                          | <b>3 years</b>                                                                                                                                                  |   |
| <b>Date reviewed and approved by Governing Body</b> | <b>Autumn 2025</b>                                                                                                                                              |   |
| <b>Date of next review</b>                          | <b>Autumn 2028</b>                                                                                                                                              |   |
| <b>Display on Website</b>                           | ✓                                                                                                                                                               |   |
| <b>Purpose</b>                                      | <b>This policy sets out how Burlington Junior School ensures that it is “educationally inclusive” in relation to those pupils at risk of social exclusion.</b>  |   |
| <b>Consultation</b>                                 | <b>Governors</b>                                                                                                                                                | ✓ |
|                                                     | <b>Parents</b>                                                                                                                                                  | x |
|                                                     | <b>Pupils</b>                                                                                                                                                   | x |
|                                                     | <b>Staff</b>                                                                                                                                                    | ✓ |
| <b>Links with other policies</b>                    | <b>Accessibility Plan<br/>Attendance<br/>Behaviour<br/>Pupil Premium<br/>Safeguarding<br/>Teaching and learning<br/>Equality Policy and Objectives<br/>SEND</b> |   |

## **Burlington Junior School Vision and Mission statement**

'Building foundations for life'

### **Our Vision:**

Burlington Junior School inspires each individual child on their educational journey towards a lifelong love of learning and knowledge.

### **Our Mission:**

Staff are committed to:

- Providing a broad and balanced curriculum that provides memorable learning experiences.
- Providing pupils with transferable knowledge, skills and understanding which they can utilise in later life.
- Creating a safe, caring environment where everyone is happy and can achieve.
- Working in partnership with our community to celebrate, respect, and embrace our diversity.

We are committed to providing an appropriate and high-quality education to all the children in our school. We believe that all children, including those identified as having special educational needs, are entitled to a broad and balanced academic and social curriculum, which is accessible to them so that they are fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, impairment, attainment and background.

### **1. Aims of the inclusion policy**

We aim to ensure that:

- All pupils feel safe, respected and included
- Equality of opportunity is prompted for all
- Barriers to learning are identified early and addressed effectively
- Pupils' needs are met through high quality teaching and appropriate support
- Parents and carers are valued as partners in their child's education
- Pupils' voices are listened to and respected.
- Pupils have a sense of belonging

### **2. Legal and Statutory Framework**

This policy complies with current legislation and guidance, including:

- Equality Act 2010

- Children and Families Act 2014
- SEND Code of Practice (0–25 years)
- Education Act 1996
- UN Convention on the Rights of the Child
- Local Authority guidance

This policy will be implemented in conjunction with the following other school policies:

- Equality Policy and Objectives
- Accessibility Plan
- Attendance Policy
- Relational Behaviour Policy
- Pupil Premium Policy
- Safeguarding Policy
- SEND Policy
- Teaching and Learning Policy

## **2. What we mean by Inclusion Pupils in Need**

Inclusion at Burlington Junior School means ensuring that all pupils regardless of need or background can:

- Access learning
- Participate fully in school life
- Feel a sense of belonging

We see inclusion as a means of ensuring all pupils with differing needs are supported to learning alongside their peers wherever possible. This includes pupils:

- Pupils with Special Educational Needs
- Medical needs
- Multilingual learners
- Child Protection or Children in Need
- Looked After Children or previously looked after children
- Disadvantaged pupils
- Are from diverse cultural, linguistic, or religious backgrounds
- Are looked after or previously looked after
- Experience social, emotional or mental health challenges
- Are more able

We do not see inclusion as separate from teaching and learning; it is **integral to classroom practice**.

## **3. Roles and Responsibilities**

## **Governing Body**

- Holds leaders to account for inclusive practices and outcomes
- Ensures statutory duties are met
- Monitors the effectiveness of inclusion, equality, and accessibility policies

## **Headteacher / Senior Leadership Team**

- Promotes an inclusive culture throughout the school
- Ensures resources and staffing support the inclusive vision
- Ensure policy implementation, monitoring, and review
- Ensures staff have the skills and the training to meet pupils' needs

## **Inclusion Lead / SENDCo**

- Oversees the day-to-day implementation of the inclusion policy.
- Advises and supports staff to adapt teaching effectively and coordinates interventions, liaises with external agencies and monitors pupil progress.
- Keep up to date with legislation, guidance, and training.
- Uses assessment and evidence to inform provision

## **Class teachers and teaching assistants**

- Plan and deliver inclusive teaching, with a focus on high quality teaching with appropriate adaptation and scaffolding.
- Use of reasonable adjustments to support learners

- Identify pupils who may need additional support and refer to the SENDCos.
- Work with parents/carers and pupils to plan and review support.
- Promote independence and engagement

## **Parents/carers and Pupils**

- Work with the school to identify strengths, needs, and desired outcomes.
- Engage in review meetings and planning processes and work in partnership with the school maintaining good communication.
- Pupils are encouraged to take responsibility for their learning, behaviour and wellbeing.

### **4. Identification and Assessment of Need**

We recognise the importance of **early identification** of pupils' needs. This is achieved through:

- Ongoing teacher assessment and observation
- Monitoring of progress and attainment
- Pupil and parent voice
- Use of the graduated approach: **Assess, Plan, Do, Review**
- Involvement of external agencies where appropriate

### **5. Provision and Support**

At Burlington Junior School, we promote social inclusion by supporting children in the following ways:

- Targeted interventions to support learning needs
- Outreach Family Support Worker and Attendance officer
- Teacher conferencing pupils
- ELSA trained staff access to drama therapy
- Interventions to support emotional needs, social skills and zones of regulation

- Working closely with parents
- Relational approach to behaviour
- MHST work with families and children
- Access to school clubs
- Support with housing, food vouchers and uniform for those in need

## **6. Curriculum and Teaching**

At Burlington Junior School we follow the National Curriculum. Teaching staff will plan their approaches to teaching and learning so that all pupils are able to take part in lessons. Staff will ensure these approaches meet the specific needs of individuals and groups, providing opportunities for all pupils to achieve. Our curriculum has been carefully designed to allow opportunities to build on previous learning and have time to revisit learning concepts, thus providing opportunities for over learning.

Teaching staff take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments and predictable routines
- High quality teaching that includes inclusive teaching strategies
- Adapting and differentiating the curriculum so it is accessible for all
- Providing reasonable adjustments to ensure accessibility
- Use of flexible groupings
- Use of assistive technology
- Providing equality of opportunity through planning varied teaching and learning styles
- Using appropriate assessment approaches
- Setting appropriate targets for learning
- Providing targeted interventions for pupils
- Planning for pupils' full participation in learning and in physical and practical activities
- Helping pupils manage their emotions and behaviour responses by using self-regulation strategies to take part in learning effectively and safely.

## **7. Safeguarding and Inclusion.**

Safeguarding is central to inclusive practice. We:

- Identify and support vulnerable pupils early
- Work closely with families and external agencies

- Ensure staff understand the link between SEND, vulnerability, and safeguarding
- We monitor our children on child protection and child in need plans and these are monitored by the senior leadership team.

## **8. Admissions**

Burlington Junior School operates its admission procedures in accordance with the policy laid down by the Governors and Local Authority. This policy does not discriminate on grounds of race, religion or ethnic origin. Our school will not automatically refuse entry to pupils on the grounds that they have special, social, educational or behavioural needs.

## **9. Behaviour, Attitudes and Well-being**

We set and expect high standards of behaviour which are set out in our Relational Behaviour Policy. We use ready, respectful and safe as core values in school for pupils and staff. We maintain consistent and clear expectations and provide reliable routines. We use supportive and restorative approaches to help our pupils. We provide targeted support for pupils with additional needs. We help our pupils feel safe, know who to talk to (5 trusted adults), and are supported to develop resilience and self-regulation.

Racism, sexism and other forms of discrimination are not acceptable. At Burlington Junior School, we aim to prepare pupils to live in a diverse and increasingly interdependent society.

## **10. Partnership with Parents and External Agencies**

We work in partnership with parents and carers by:

- Communicating openly and regularly
- Involving families in decision-making and reviews
- Valuing parental knowledge of their child

We collaborate with external professionals to ensure pupils receive **effective, joined-up support**.

## **11. Accessibility**

The school complies with its duties under the Equality Act 2010 and maintains an Accessibility Plan to:

- Improve physical access to school
- Increase access to the curriculum
- Ensure information is accessible to all

## **12. Monitoring and Review**

Burlington Junior School's Inclusion Leader - Caroline Case. Leaders monitor inclusion through:

- Progress and attainment data
- Review of interventions and provision
- Pupil and parent feedback
- Staff training and evaluation

This policy is reviewed to ensure it continues to reflect best practice and statutory guidance.

**Mrs Caroline Case**  
**Inclusion Leader**  
**Next review Autumn 2028**