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Inclusion Policy

June 2026

Review date: June 2027





Harworth Church of England Academy

Inclusion Policy (2026)

Start: June 2026

Review: June 2027

1. Vision and Values

At Harworth Church of England Academy, our Christian vision “*Gain a heart of Wisdom*” (Psalm 90:12) guides our commitment to ensuring that every child is valued, nurtured, and supported to flourish. We pledge that every member of our school family will:

- **Amaze** with their knowledge, zest for learning, and kindness
- **Achieve** their full potential in a caring, inclusive environment
- **Aspire** to reach great heights as they take flight on their own journey of endless possibilities

We celebrate the individuality of every child and are committed to removing barriers so that all pupils can participate fully in school life.

2. Legal Framework

This policy is written in accordance with the following legislation and statutory guidance:

2.1 Legislation

- Equality Act 2010 (including the Public Sector Equality Duty)
- Children and Families Act 2014
- Education Act 1996 and 2002
- School Standards and Framework Act 1998
- Equality Act 2010: Schedule 10 (Accessibility Planning Duty)

2.2 Statutory Guidance

- SEND Code of Practice (2015, updated 2024)
- Supporting Pupils with Medical Conditions (DfE)
- Behaviour in Schools (DfE 2022)
- Suspension and Permanent Exclusion Guidance (DfE 2023)

- Working Together to Improve School Attendance (DfE 2022)
- Keeping Children Safe in Education (KCSIE 2026)

3. Aims

We aim to:

- Promote an inclusive culture where all pupils feel safe, valued, and able to succeed
- Ensure equality of opportunity for all pupils
- Identify and remove barriers to learning and participation
- Provide a broad, balanced, and ambitious curriculum accessible to all
- Foster positive attitudes towards diversity, difference, and individuality
- Work in partnership with parents, carers, and external agencies

4. Principles of Inclusion

We are committed to meeting the needs of all pupils, including (but not limited to):

- Pupils with SEND
- Pupils with disabilities
- Pupils with medical needs
- Pupils with mental health needs
- Pupils with English as an Additional Language (EAL)
- Pupils from minority ethnic backgrounds
- Pupils with protected characteristics
- High-attaining pupils
- Pupils at risk of disadvantage, exclusion, or persistent absence
- Looked-after children and previously looked-after children
- Young carers
- Pupils from families seeking asylum or with refugee status

5. Inclusive Teaching and Learning

We ensure inclusive practice through:

5.1 Adaptive Teaching

Teachers adapt teaching to meet the needs of all learners, including through:

- Scaffolding and modelling
- Use of visual, auditory, and practical resources
- Pre-teaching and over-learning
- Flexible grouping
- Assistive technology
- Alternative methods of recording

5.2 Curriculum Access

All pupils have access to a broad and balanced curriculum. Adaptations are made to ensure:

- Accessibility of materials
- Appropriate challenge for all pupils
- Removal of unnecessary barriers
- Opportunities for success

5.3 Assessment

Assessment is used to:

- Identify need
- Inform planning
- Monitor progress
- Evaluate the impact of provision

6. Special Educational Needs and Disabilities (SEND)

6.1 Identification and Support

We follow the **graduated approach (Assess–Plan–Do–Review)** as set out in the SEND Code of Practice.

6.2 Education, Health and Care Plans (EHCPs)

We work with the Local Authority, parents, and external professionals to support pupils with EHCPs and participate fully in annual reviews.

6.3 SENCO Responsibilities

The SENCO:

- Oversees SEND provision
- Coordinates support and interventions

- Liaises with parents and external agencies
- Ensures staff training
- Maintains the SEND register
- Contributes to strategic planning

6.4 Local Offer and SEN Information Report

Information about SEND provision is published annually in our **SEN Information Report** and through the Local Authority's **Local Offer**.

7. Pupils with Disabilities and Medical Needs

We meet our duties under the Equality Act 2010 by:

- Making reasonable adjustments
- Ensuring full access to the curriculum, environment, and information
- Implementing individual healthcare plans
- Working with health professionals and families

8. Equality, Diversity and Anti-Racism

We actively promote equality and foster good relations by:

- Eliminating discrimination, harassment, and victimisation
- Recording and responding to prejudice-related incidents
- Teaching pupils to value diversity and challenge stereotypes
- Ensuring representation in curriculum materials

9. Behaviour, Attendance and Exclusion

We ensure inclusion through:

- A relational, trauma-informed approach to behaviour
- Early intervention for pupils at risk of exclusion
- Close monitoring of attendance and support for families
- Compliance with statutory exclusion and attendance guidance

10. Safeguarding and Vulnerable Pupils

Inclusion is integral to safeguarding. We pay particular attention to:

- Pupils with SEND
- Pupils with mental health needs
- Pupils with social workers
- Pupils experiencing adversity or trauma

All staff follow **KCSIE 2026** and the school's Safeguarding Policy.

11. Partnerships with Parents and Carers

We work collaboratively with families by:

- Valuing their expertise
- Involving them in decision-making
- Communicating clearly and regularly
- Providing support and signposting where needed

12. Monitoring and Evaluation

The governing body monitors:

- Equality objectives
- SEND provision
- Accessibility planning
- Impact of inclusive practice
- Progress of vulnerable groups

This policy is reviewed annually or earlier if required.

13. Approval

Signed:

SENCO: _____

Assistant SENCO: _____

SEN Governor: _____

Date: _____