



Kirkstall Valley Primary School Inclusion Policy

in compliance with Special Educational Needs and Disability Code of Practice (2015)

Status: Statutory

Date of Review: November 2025

Next Review: November 2026

Headteacher: Phil Robertson

SENCO: Angela May

Governor for Inclusion: Colleen Jackson

This policy should be read in conjunction with:

- Accessibility Policy
- Positive Behaviour Policy
- Medical Policy
- Safeguarding and Child Protection Policy
- SEND policy
- SMSC Development statement
- Admissions Policy
- Equality Information
- The policies listed above are available on the school website at:
<http://www.kirkstallvalley.leeds.sch.uk/>

1. Vision and Values

At Kirkstall Valley Primary School, we are committed to the principle that every child has the right to achieve their full potential, regardless of their background, ability, or specific needs. Guided by our core values of **courage, compassion and commitment**, we believe that inclusion is not a specific intervention, but a culture.

We aim to create a learning environment where barriers to learning are quickly identified and removed, ensuring that every pupil feels a sense of belonging and is valued as a unique individual.

2. Aims and Objectives

Our inclusion strategy aims to:

- Ensure compliance with the **Equality Act 2010** and the **Children and Families Act 2014**.
- Provide a broad, balanced, and relevant curriculum that is accessible to all pupils.
- Promote "Quality First Teaching" (QFT) as the primary method of meeting the needs of all learners.
- Identify needs early and implement the "Graduated Approach" (Assess, Plan, Do, Review).
- Foster a partnership with parents/carers, placing the child's voice at the centre of decision-making.

3. Definition of Inclusion

We recognise that inclusion encompasses a wide range of needs. This policy applies to all pupils, including those who:

- Have Special Educational Needs or Disabilities (SEND).
- Are classified as Disadvantaged (Pupil Premium).
- Speak English as an Additional Language (EAL).
- Are 'Looked After' (CLA) or previously Looked After.
- Are More Able or Talented (requiring stretch and challenge).
- Have medical or mental health needs.
- Are Young Carers.
- Are asylum seekers.
- Are at risk of disaffection or exclusion.
- Have any other barriers which could impact on learning and achievement.

We aim to provide an environment which enables all children to enjoy their learning, reach their full potential and make a positive contribution to the school and community. We are committed to the inclusion of all pupils and respect that children:

- have diverse educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

The aims of our practice in our school are:

- to provide curriculum access for all;
- to secure high levels of achievement for all;

- to meet individual needs through a wide range of provision;
- to attain high levels of satisfaction and participation from pupils, parent and carers;
- to carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes;
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners;
- to promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

4. Teaching and Learning: The Graduated Approach

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. Aspirational targets are set for all pupils. We analyse the attainment of different groups of pupils termly to ensure that all pupils are achieving as well as they can. We also make ongoing assessments of each child's progress. The Senior Leadership Team (SLT) and teachers use this information when planning their lessons. The Special Educational Needs Coordinator (SENCO) supports with planning evidence-based interventions for pupils who need support to 'close the gap' and for high prior attaining pupils to make even more progress and achieve their full potential.

When a child's attainment falls below age-related expectations, we do not lower our ambition. Instead, teachers utilise adaptive teaching strategies and scaffolding to ensure the child can access the ambitious age-related curriculum. We change the *how* (support/resources), not the *what* (learning objective), unless a specific SEND profile requires a distinct pathway. Learning Plans, which are Individual education Plans (IEPs), are used to set aspirational targets for children identified as having a Special Educational Need (SEN). These outline the strategies and support that will be put in place to support that child to achieve their targets.

Teachers at KVPS provide Quality First Teaching that is inclusive by design. This means planning lessons that anticipate barriers and building in solutions from the start, rather than retrofitting support. We focus on clear modelling, high-quality exposition, and precise feedback to ensure all pupils make progress. We employ extra staff members who support a range of pupils including children with English as an additional language (EAL), disadvantaged pupils, pupils with SEN and disabled pupils. These staff members include our Learning Mentor and EAL Coordinator. These staff members provide the SENDCo and SLT with regular feedback on pupil progress.

Teachers ensure that all 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;
- 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 allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Participate fully, regardless of SEN, disabilities or medical needs.

We employ a graduated approach to meeting needs, starting in the classroom.

Stage 1: Quality First Teaching (Universal)

High-quality, inclusive teaching is the first step in responding to pupils who have or may have SEND or other barriers to learning. Teachers are responsible and accountable for the progress and development of the pupils in their class. This includes scaffolding and adaptive teaching strategies.

Stage 2: Targeted Support

If a pupil does not make expected progress despite QFT, they may be identified as requiring additional support (SEN Support). The Class Teacher and SENCO will assess the pupil and put in place specific, time-bound interventions.

Stage 3: Specialist Support

If progress continues to be a concern, the school will seek advice from external agencies (e.g., Educational Psychologists, Speech and Language Therapy, Visual Impairment Team, Occupational Therapy, CAMHS).

Stage 4: Education, Health and Care Plan (EHCP)

For pupils with complex and long-term needs, the school may request an EHC needs assessment from the Local Authority.

5. Children with Special Educational Needs (SEN)

*“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ” **SEN Code Of Practice (2015: Para 1.24)***

As an inclusive school, we strive to correctly identify any SEN and then work out what action we need to take. This is part of the graduated approach. (Further details are provided in the SEND policy). Pupils' special educational needs (SEN) may lead to lower-attainment, though not necessarily under-achievement. We focus on individual progress as the main indicator of success. It is our responsibility to ensure that pupils with SEN have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need, carefully planned, adapted learning opportunities and targeted interventions to address the root causes of any learning difficulty are essential ingredients of success for these pupils.

We recognise that barriers to learning can exist outside of special educational needs. Our priority is to identify potential dips in progress immediately, implementing proactive support that enables pupils to keep pace with the curriculum, ensuring they maintain their trajectory rather than needing to catch up later.

6. Children with disabilities

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended Disability Discrimination Acts that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. The school is committed to providing an environment that allows disabled children full access to all areas of learning. Our physical environment is designed not just for access, but for independence. Beyond meeting statutory physical access requirements, we actively audit the learning environment to ensure children with disabilities can navigate their school day with dignity and autonomy. We provide the necessary assistive technology and resources to remove physical barriers to participation. We ensure disabled pupils are involved in school trips and write comprehensive individual risk assessments to support their safe inclusion.

7. Roles and Responsibilities

The Headteacher

- Holds strategic responsibility for the implementation of this policy.
- Ensures the SENCO has sufficient time and resources to carry out their duties.
- Ensures the Governing Body is kept informed of the quality of provision.

The Special Educational Needs Coordinator (SENDCO)

- Oversees the day-to-day operation of the Inclusion Policy.
- Coordinates provision for children with SEND.
- Liaises with the relevant designated teacher where a looked-after pupil has SEND.
- Advises on the graduated approach to providing SEND support.

Class Teachers

- Are responsible for the daily implementation of this policy.
- Are accountable for the progress of *all* children in their class, even where pupils access support from teaching assistants or specialist staff.

The Governing Body

- Ensures that the school meets its statutory responsibilities.
- Appoints a designated Governor for SEND/Inclusion to monitor the policy's effectiveness.

8. Evaluating Success

The success of this policy is monitored through:

- Data analysis (progress and attainment of vulnerable groups vs. non-vulnerable).
- Progress made towards each child's individual targets as outlined on their Individual Education Plan (Learning Plan) and/or EHC Plan.
- Learning walks and book scrutinies focusing on adaptive teaching.
- Pupil voice and parent/carer feedback surveys.
- Annual review of the SEND Information Report.

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

- What is the lived experience of a child with barriers to learning in our school, and do they feel they can thrive?
- Does the voice of the child tell us that they feel understood, supported, and able to flourish?
- 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?

Information and data we gather help us to review our children's progress against these criteria. We actively monitor and facilitate access to extra-curricular activities for vulnerable learners. We believe every child should have the courage to try something new. We ensure that financial, physical, or social barriers do not prevent pupils with SEND or those from disadvantaged backgrounds from participating in the full richness of school life, including clubs, trips, and residential visits.

9. Complaints

Arrangements for handling complaints from parents of children with SEND about the school's support are within the scope of the school's Complaints Policy.

Summary

KVPS is a vibrant community united by its diversity, with many nationalities, faiths, and cultures represented. We treat every child with compassion, valuing them as unique individuals. Our commitment to inclusion goes beyond statutory requirements; we work tirelessly to remove barriers to learning, ensuring every child feels they belong and is supported to reach their full potential.

Every single day, every single person:



Safe



Ready



Respectful



Courage



Compassion



Commitment