



## **MICKLEOVER PRIMARY SCHOOL**

**Name of Policy:** Inclusion

**Date of Policy:** May 2026

**Member of Staff responsible:** L Payne

**Review date:** May 2028

**Signature:** \_\_\_\_\_ **Chair of Governors**

**Date Approved:** \_\_\_\_\_

### **At Mickleover Primary School**

**We are:**

**Motivated to be our best!**

**Proud of ourselves and our community!**

**Successful, skilled and ready for life!**



## INCLUSION POLICY

### INTRODUCTION

At Mickleover Primary School, we are committed to ensuring that every child is supported to achieve their individual goals and reach their full potential. We provide a broad, balanced, and continually evolving curriculum, underpinned by high expectations for all learners.

Our school vision is to foster pupils who are proud of themselves and their community, and who are skilled and ready for life. We place equal importance on the achievements, attitudes, and well-being of every pupil, recognising that these are fundamental to success both in school and beyond. We are dedicated to creating an environment where all children feel valued, respected, and included.

This policy sets out our approach to ensuring equity of opportunity for all pupils, regardless of age, gender, race, religion or belief, ethnicity, attainment, sex, sexual orientation, disability, or socio-economic background. Through this commitment, we aim to remove barriers to learning and participation, enabling every child to thrive as a confident and active member of our school community.

### AIMS AND OBJECTIVES

Our school is committed to fostering a truly inclusive environment where every pupil is valued, respected, and supported to succeed. We recognise and celebrate the diverse abilities, achievements, and backgrounds of all members of our school community, and we strive to provide a high-quality learning experience tailored to individual needs.

At MPS, we believe that every pupil has the right to personal, social, and intellectual development. We are dedicated to ensuring that all learners are given meaningful opportunities to realise their full potential. We acknowledge that each individual is unique, with their own characteristics, interests, strengths, motivations, and learning needs, and we actively embrace and respond to this diversity in our practice.

Our aim is to remove barriers to learning and participation, enabling every child to thrive both within our school and as active, valued members of the wider community.

Ensuring equality of opportunity is central to our practice and must be a lived reality for all pupils. We are committed to achieving this by recognising and responding thoughtfully to the diverse strengths, needs, and experiences of individuals and groups within our school community.

We pay particular attention to supporting and empowering pupils who may face additional barriers to learning or participation, including:

- Girls and boys
- Pupils from a wide range of ethnic, cultural, and faith backgrounds
- Pupils learning English as an additional language
- Pupils with special educational needs and/or disabilities (SEND)
- Pupils at risk of disengagement or exclusion
- Children who are looked after or previously looked after
- Pupils from Traveller communities, as well as asylum seekers and refugees
- Pupils eligible for the pupil premium
- Pupils who may experience other challenges, such as young carers



Through this inclusive approach, we strive to ensure that every pupil feels valued, supported, and able to fully participate in school life.

We acknowledge the key principles of Inclusion:

- Valuing diversity: All pupils are equally valued. We recognise and celebrate the rich diversity of strengths, backgrounds and needs within our school, and view these differences as a positive asset to our community.
- Entitlement: Every pupil is entitled to a broad, balanced and relevant curriculum with appropriate guidance, resources and provision to enable them to succeed.
- Participation: Pupils and their families are treated with respect and are encouraged to share their views. Their voices are valued and inform our practice.
- Individual needs: We adopt a flexible and responsive approach to meet the needs of each pupil. This may include tailored support, reasonable adjustments, and collaboration with external agencies where appropriate, including effective multi-agency working.
- Collective responsibility: Inclusion is a shared responsibility across the whole school community. All staff play a vital role in promoting inclusive practice and ensuring positive outcomes for every pupil.
- Professional development: We recognise that effective inclusion requires both the application of existing expertise and the continual development of new skills and understanding.
- Equal opportunities: We ensure that all pupils' needs are identified and considered in the planning and delivery of educational provision.

We promote educational inclusion through ongoing reflection, evaluation and improvement of our practice. As part of this process, we regularly consider the following key questions:

- Are all pupils supported to achieve their best?
- Are there differences in outcomes or experiences between groups of children?
- How effectively are we identifying and supporting those who may not yet be achieving as well as they could?
- How do we evaluate the impact of our provision, and how can it be strengthened further?
- How well are we fostering respect, understanding and positive relationships and preparing pupils to thrive in a diverse society?

We are committed to creating a nurturing and stimulating learning environment where every child feels valued, supported and inspired to succeed. Our approach is responsive to the diverse needs, backgrounds, and strengths of all pupils, ensuring that everyone can access and enjoy a rich and meaningful education. We also support staff at all stages of their careers, recognising their vital role in fostering an inclusive school community and preparing pupils for the opportunities and challenges for life.

We achieve this by:

- Designing an inclusive curriculum to promote a wide range of learning, thinking and life skills for all learners.
- Providing a broad, balanced and relevant curriculum that reflects and celebrates diversity.
- Using flexible, adaptive teaching approaches that respond to individual needs and remove barriers to learning.
- Supporting pupils with the skills, knowledge, confidence and attitudes needed to thrive as responsible, valued members of society.



- Building strong, respectful partnerships with families, governors, and the wider community to support every child's development.

At MPS we recognise the strong connection between inclusive education and valuing diversity. We are committed to fostering a whole-school ethos where every child and their family feels respected, welcomed, and supported as part of our community.

We promote inclusion by:

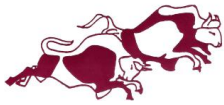
- Creating a positive and nurturing environment that encourages flexible, creative and responsive approaches to meeting individual needs
- Embedding inclusion within our equal opportunities policy, with clear systems for implementation, resourcing and ongoing review.
- Ensuring that all school policies, practices and developments reflect inclusive principles and promote equity for all.
- Welcoming pupils with special educational needs and disabilities with sensitive and care, ensuring that all children and their families feel values from the outset.
- Providing appropriate assessment, support and intervention through well-trained staff and, where appropriate, collaboration with external professionals, so that every child's needs are effectively met.
- Working collaboratively with the local authority and other agencies to identify and reduce barriers to inclusion, and to promote access and participation for all pupils.
- Recognising that inclusion is a shared responsibility, with all staff actively involved in shaping and developing inclusive practice.
- Supporting staff through high-quality professional development opportunities to strengthen inclusive teaching and learning across the school.

## **TEACHING AND LEARNING**

Teachers are knowledgeable about, and act in accordance with, relevant equalities legislation, including that relating to race, religion or belief, sex, gender, sexual orientation and disability. They are committed to promoting equality, dignity, and respect in all aspects of school life.

Teachers ensure that children:

- Feel secure, and confident, and know that their contributions are valued
- Respect and appreciate the diversity of others
- Are supported to take responsibility for their actions and learning
- Are able to participate safely and comfortably, including wearing clothing that reflects their religious or cultural beliefs
- Learn within flexible groupings that promote inclusion and enable every child to experience success
- Access resources and materials that reflect a broad range of social and cultural backgrounds, free from stereotyping
- Experience a shared, inclusive curriculum that accommodates a variety of learning styles and needs
- Are set appropriately challenging targets that support progress and achievement
- Are encouraged and enabled to participate fully in all aspects of school life, with appropriate support for any disability or medical need



## **MONITORING AND REVIEW**

We promote educational inclusion by ongoing reflection and evaluation of our practice. This is guided by key questions that help us ensure all pupils are supported to achieve their full potential:

- Are all pupils supported to make the best possible progress from their individual starting points?
- Are there any differences in outcomes between groups of pupils, and how are these being addressed?
- How effectively are we supporting those pupils who may be at risk of underachievement?
- To what extent are our strategies and interventions making a positive and measurable difference?

Monitoring and review are conducted at multiple levels through:

- The school's tracking system
- PACE Officer meetings and dialogue
- Performance Management on all levels
- Data Analysis which feeds into the school self-evaluation

## **THIS POLICY IS LINKED TO THE FOLLOWING POLICIES:**

Anti-bullying Policy

PSHE Policy

Behaviour Policy

Child Protection & Safeguarding Policy

Accessibility Policy and Plan

Disability Equality Scheme

SEND Policy

Attendance Policy

Race Equality Policy

Mental Health Policy

Equality Statement

Supporting Pupils With Medical Conditions

This policy will be reviewed every two years.