



ST. ANNE'S COPP CHURCH OF ENGLAND
PRIMARY SCHOOL, GREAT ECCLESTON

INCLUSION POLICY



"Let us love, not in word, but in truth and action." (1 John 3:18)

SEPTEMBER 2026

Approved by GB: September 2026
Next review due: September 2027

In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in **compassion** and **understanding**, **promote justice** and possess commitment and **aspire** to make a positive difference. We offer an ambitious curriculum that ignites **curiosity** along with high personal expectations that fosters **resilience** and which enables them to flourish. Our children are easily distinguished by the **courage** they show when making brave choices and understand the importance of becoming the very best versions of themselves.

1. Statutory Framework and Philosophy

This policy is underpinned by our statutory duties under the **Equality Act 2010** and the **Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2015)**

Inclusion is an ongoing process that celebrates diversity. It involves identifying and minimising barriers to learning and participation that may be experienced by any pupil, irrespective of age, ability, gender, ethnicity, language, or social background. We focus on maximising resources and fulfilling our legal duties to eliminate discrimination and advance equality of opportunity.

Our school curriculum incorporates our core values and aims. It provides equal opportunities for all children regardless of age, gender, ability, attainment, ethnicity, disability, or background.

We give every child the opportunity to achieve the highest standards by respecting and accounting for their varied life experiences and needs. We offer a broad, balanced, and challenging curriculum with high expectations for all. The achievements, attitudes, and well-being of every child matter. This policy ensures our school promotes individuality, guarantees a common curriculum experience, and helps every pupil develop to their full potential.

2. Scope of the Policy

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups. Equality of opportunity is made a reality through the targeted attention we pay to diverse groups of children within our school, paying particular regard to the **protected characteristics** defined under the Equality Act 2010.

This policy applies to pupils who:

- Have Special Educational Needs and Disabilities (SEND), including learning, physical, communication, sensory, and medical needs (aligned with the four broad areas of need in the SEND Code of Practice)
- Are neurodivergent, able, gifted, or talented
- Have or experience emotional, behavioural, and social needs
- Reflect diverse social and cultural backgrounds
- Have attendance difficulties
- Experience significant ill health
- Have young carer responsibilities
- Speak English as an Additional Language (EAL)
- Are refugees, asylum seekers, or new to the country
- Have a mobile lifestyle (such as Traveller communities)
- Are Looked After Children (LAC) or Previously Looked After Children (PLAC)
- Face socioeconomic disadvantage or housing instability

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- Are vulnerable to, or victims of, bullying
- Are experiencing bereavement or trauma

3. Aims

The school aims to:

- Help pupils develop their unique personalities, skills, and abilities.
- Provide high-quality teaching that makes learning challenging, enjoyable, and successful.
- Provide true equality of educational opportunity.
- Build a culture of tolerance, acceptance, mutual respect, and shared value.
- Ensure full implementation of government, Local Authority (LA), and statutory recommendations.
- Ensure this policy is implemented consistently by all staff members.
- Actively eradicate any form of discrimination, harassment, or prejudice.
- Identify barriers to learning early and provide appropriately for a diversity of needs using the **Graduated Approach (Assess, Plan, Do, Review)**.
- Ensure all pupils access an appropriately differentiated and accessible curriculum.
- Recognise, value, and celebrate pupils' achievements, however small.
- Work in close partnership with parents and carers to support their child's education.
- Guide and support all staff, governors, and parents on inclusion issues.
- Initiate **reasonable adjustments** promptly to ensure disabled pupils are not at a substantial disadvantage compared to their peers.

4. Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENCo) will:

- Work positively across the school community to champion and promote inclusion.
- Induct new staff members into the school's commitment to inclusion and statutory duties.
- Monitor, assess, and develop inclusive provision.
- Collaborate with staff to identify barriers to learning and share appropriate teaching strategies.
- Monitor pupil progress, well-being, and outcomes for vulnerable children.
- Co-ordinate external specialist provision and multi-agency support.
- Keep the **Governor for Special Educational Needs (Caroline Clayton)** fully informed about the school's inclusive provision and compliance with the SEND Code of Practice.

5. Provision and Support

Targeted & Specialist Support

- **Personalised Learning:** Provision is made available for pupils with Education, Health and Care Plans (EHCP) who require specialist, personalised learning programmes as mandated by the SEND Code of Practice. This includes our discovery pathway which provides an alternative curriculum (Equals) for those children who are unable to access the National Curriculum.
- **Graduated Response:** Children access external services and targeted interventions as identified through the school's **Graduated Approach** (detailed in the SEN Policy).
- **Reasonable Adjustments:** The school proactively reviews and implements reasonable adjustments to the physical environment, curriculum delivery, and auxiliary aids to ensure accessibility for all disabled pupils.
- **Emotional Support:** A trained Emotional Literacy Support Assistant (ELSA) / Learning Mentor (**Mrs Taylor**) supports families, staff, and children dealing with worries, mental health concerns, or bereavement, working alongside local hospices and counsellors.

Student Voice and Community

- **School Council:** Works with **Mrs Jones** to provide a listening ear and ensure strong pupil voice, supported by the Head Boy, Head Girl, and deputies.
- **Worship and Values Committee:** Works with **Ms. Loughran** to ensure the school lives out its Christian ethos spiritually, emotionally, and developmentally.

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Extra-Curricular Inclusivity

A wide range of extra-curricular activities are accessible to all children before school, during lunchtime, and after school, including:

- **Creative & Academic:** eg. GECCOES, Art Club, and Reading Club, .
- **Sports & Active:** eg. Football, Dance, Ju-Jitsu, and Sports For All (multi-sports).
- **Community:** eg. Gardening and Christian Club.

Classroom Practice

Teachers take specific action to respond to pupils' diverse needs by:

- Creating inclusive, effective learning environments.
- Securing student motivation and concentration.
- Utilizing flexible, supportive teaching approaches (High-Quality Teaching).
- Applying appropriate assessment methods.
- Setting scaffolded, achievable targets to ensure success.

6. Assessment Procedures

We believe all children deserve to have their achievements and progression recognised. The curriculum is designed to reflect and celebrate different levels of attainment.

- **Monitoring:** All teachers monitor, review, and analyse pupil progress in accordance with the school's Assessment Policy and the tracking requirements of the SEND Code of Practice.
- **Moderation:** Teachers regularly moderate and analyse samples of pupils' work across the curriculum to ensure accurate, unbiased assessments.
- **Reporting:** Pupil progress is formally monitored and reviewed termly, and shared with parents at least three times a year (see Assessment Policy for data tracking details).

7. Working with Parents and Carers

In line with the SEND Code of Practice, the knowledge, views, and first-hand experiences of parents and carers are highly valued. We view parents as equal partners in the educational process.

Parents are strongly encouraged to maintain regular contact with the school regarding their child's progress. Anyone with concerns about inclusive educational provision is welcome to contact the SENCo or the Headteacher at any time.

8. Professional Development

The Headteacher oversees the professional development of all teaching staff and teaching assistants.

- Relevant insights from internal and external INSET training (including statutory updates on the Equality Act and SEND provisions) are systematically disseminated to all staff.
 - We maintain a strategic balance of training to continuously enhance staff skills.
 - Staff are expected to actively observe and share good inclusive practice both within the school and through visits to partner schools.
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