

Laurel Lane's Inclusion Policy 2025-2026

Rationale

Laurel Lane Primary School is committed to providing a high-quality education for all children within our local community. We believe that every child—regardless of need, background or ability—has the right to access a broad and balanced curriculum, and to be fully included in all aspects of school life. This includes pupils with special educational needs and disabilities (SEND), those from vulnerable groups, and those who are identified as gifted and talented.

We are committed to valuing every child equally. We strive to eliminate discrimination and create a safe, inclusive environment where all pupils can flourish. Our approach is informed by key statutory guidance and legislation, including the SEND Code of Practice (2015), the Equality Act (2010), the Children and Families Act (2014), and relevant Ofsted frameworks.

Inclusion is central to our school ethos. Through our strategic planning, we aim to develop inclusive cultures, policies and practices that meet the needs of all learners. We work to foster a strong sense of belonging and to provide meaningful opportunities for pupils who may have previously experienced barriers to learning. We recognise that inclusion does not mean treating all pupils the same, but rather responding to individual needs appropriately and effectively.

We are committed to ensuring equal opportunities for all learners, regardless of age, gender, ethnicity, disability, attainment or background. Particular attention is given to supporting the following groups:

- Girls and boys
- Pupils from minority ethnic and faith groups, including travellers, asylum seekers and refugees
- Pupils with English as an Additional Language (EAL)
- Pupils eligible for Free School Meals (FSM) or who have been within the last six years
- Pupils with special educational needs
- Pupils with disabilities
- Pupils identified as gifted and talented
- Children looked after by the local authority
- Pupils at risk of exclusion

This policy outlines how we support pupils who experience barriers to learning, whether these relate to physical or sensory needs, learning difficulties, social and emotional development, or external environmental factors.

Aims and Objectives

The aims of our inclusion practice are to:

- Provide access to the curriculum for all pupils
- Secure high levels of achievement for every learner
- Meet individual needs through a wide range of provision
- Promote high levels of engagement and satisfaction among pupils, parents and carers
- Effectively map and monitor provision to ensure resources and interventions lead to strong outcomes
- Maintain a high level of staff expertise through targeted professional development
- Work collaboratively with the Local Authority and external agencies
- Promote pupils' self-esteem, wellbeing and positive relationships

Provision Management

All vulnerable learners are included in a whole-school provision map, which outlines and monitors additional support and intervention. This enables the school to:

- Plan strategically to meet identified needs
- Track and evaluate provision
- Identify gaps and areas for development
- Ensure effective use of resources
- Demonstrate accountability and value for money
- Provide transparency to staff, parents, the Trust and external agencies
- Support whole-school improvement and self-evaluation

Management of Inclusion

The Headteacher and Governing Body delegate responsibility for the implementation of this policy to the Inclusion Manager. The Inclusion Manager reports regularly to the Headteacher and provides termly updates to governors. The designated Inclusion Governor monitors the effectiveness of the policy.

The Inclusion Manager leads on raising attainment for pupils with EAL and those identified as gifted and talented, and works alongside the Deputy Headteacher to ensure effective provision for pupils eligible for Pupil Premium. The Designated Teacher for Looked After Children has strategic responsibility for supporting pupils in care or previously in care.

The Inclusion Manager meets regularly with the Inclusion Team to ensure all staff remain informed of current best practice and developments.

All staff share responsibility for supporting vulnerable learners. Teachers are accountable for the progress of all pupils in their class, including those with SEND, EAL and higher ability. Staff demonstrate a positive, inclusive and responsive approach at all times.

Pupil Involvement

We recognise that pupils should play an active role in their own learning. Pupils are encouraged to:

- Share their views about their education
- Reflect on their learning and identify their needs
- Understand and contribute to target setting
- Review their progress and set new goals
- Monitor their achievements, including progress against personalised targets

Partnership with Parents/Carers

We value strong partnerships with parents and carers and aim to involve them in all aspects of their child's education. We do this by:

- Working closely with external agencies

- Encouraging active parental involvement
- Creating a welcoming and supportive environment
- Listening to and acting on parental concerns
- Focusing on pupils' strengths as well as areas of need
- Collaborating with parents to support learning
- Involving parents in target setting and review processes
- Providing clear, accessible information, including translated materials where needed
- Signposting parents to appropriate support services

Admission Arrangements

No child will be refused admission based on their special educational needs, disability, ethnicity or language. In line with the Equality Act (2010), we do not discriminate and will take all reasonable steps to provide appropriate provision. Further details can be found in the school's Admissions Policy.

Links to Other Policies

This policy should be read alongside the following:

- Equality Policy
- SEND Policy
- Medical Needs Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Learning Mentor Policy
- Ethnic Minority Policy

Review

This policy is reviewed annually.

Next review date: September 2026



LAUREL LANE
PRIMARY SCHOOL