



# **Inclusion Policy**

**Approved by:** Full Governing Board

**Date Approved :** FGB meets 03.12.2025

**Next review due by:** October 2028

This policy provides information on provision for all 'vulnerable groups' including children with special educational needs or disability (SEND), those who are gifted and talented (G&T), pupil premium children entitled to free school meals (FSM), pupil premium forces children (PPF).

This policy should be read in conjunction with our policies for Special Educational Needs and Disability Policy, equality and safeguarding.

**Our Aim:**

To fully develop each child's personality and potential to enable them to thrive to achieve their best spiritually, physically, academically, socially within the community and beyond to enable them to become **happy, successful and confident life-long learners who recognise and fulfil their responsibilities as global citizens.**

To achieve this, we will endeavour to:

- Create a positive environment in which learning can readily take place underpinned by our values.
- Build on and develop the skills, knowledge and experience that pupils have previously acquired, thereby contributing towards their future economic well-being.
- Foster a safe, healthy, caring, courteous and happy community in partnership with pupils, staff and parents/carers.
- Promote inclusion and equality of opportunity.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (September 2014)

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (Sept. 2014)
- School SEND Information Report Regulations (2014)

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision of and the achievement of different groups of learners:

- Girls, boys and adults
- Minority ethnic and faith groups, travellers, asylum seekers, refugees and forces families
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs – on our Code of Practice.
- Learners with a disability
- Those who are "gifted and talented"
- Those who are looked after by the local or neighbouring authorities.
- Those who have a medical condition;
- Those who are young carers;
- Those who are in families under stress;
- Any learners who are at risk of disaffection and exclusion
- Pupil premium – Forces
- Pupil premium – FSMS

Up to date information about pupil premium arrangements can be found on the school website.

This policy sets out how West Moors Middle School **meets the needs of pupils who experience barriers to their learning**. The examples and interventions described are not exhaustive; support is tailored to the individual needs of each learner.

We recognise that pupils **learn at different rates** and that many factors can affect achievement, including ability, emotional well-being, age, and maturity. Pupils may experience difficulties at any point in their school career, which can be **short-term or long-term**.

The progress and achievement of all pupils in **vulnerable groups** are closely tracked by **class tutors, the Headteacher, and the SENDCo**.

At West Moors Middle School, we aim to **identify needs as they arise** and provide teaching and learning contexts that enable every pupil to achieve their full potential. Not all additional learning needs are classified as **SEND**; some pupils may require extra support to be successful in their learning without being identified as having SEND.

At West Moors Middle School, we view the inclusion of pupils identified as having **special educational needs and/or disabilities (SEND)** as a key aspect of **equal opportunities**. We aim to model inclusion not only in our teaching, but also in **staffing policies, relationships with parents and carers, and engagement with the wider community**. Our approach focuses on identifying the **additional provision and support each pupil requires to succeed**, rather than locating the problem within the child.

## Objectives

1. We strive to implement the SEND and Disability Act and relevant Codes of Practice and guidance effectively across the school.
2. We strive to provide equity of opportunity for, and to eliminate prejudice and discrimination against, children with SEND.
3. To regularly monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by subject class teachers, SENDCo, HLTAs and Learning Support Assistants as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.
6. We strive to ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. We aspire to meet the needs of all children who live in our "locality" and transfer to us from other school settings.
8. To enable children to move on from us well equipped in their learning and social independence skills.
9. To liaise with parents/carers at least termly, regarding our plans to meet their children's additional needs.
10. To involve the children themselves as much as possible, in planning and in any decision making that affects them.

## **Special Educational Needs Provision**

To support pupils with special educational needs, West Moors Middle School provides a **range of SEND provision**. SEND provision refers to **educational support that is additional to, or different from, the provision made generally for pupils of the same age**.

The school follows guidance set out in the **Special Educational Needs and Disability (SEND) Code of Practice** and the **National Curriculum** regarding inclusion. For more detailed information, please refer to the school's **SEND Policy**.

## **Co-ordinating Provision**

The key responsibilities of the post of the SENDCo include:

- overseeing the day-to-day operation of the school's Inclusion Policy
- co-ordinating provision for children with special educational needs
- liaising with the designated teacher where a looked after child (child in care) has SEND
- advising on a graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents and carers of children with SEND
- liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- being a key point of contact with external agencies, especially the Local Authority (LA) and LA support services
- liaising with potential next providers of education to ensure smooth transitions
- working with the Headteacher and the Full Governing Board to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all children with SEND up to date (DfE Code of Practice, 2014)

See 'SENDCo Help sheet' for further information about how this will be delivered. (Appendix 1)

The SENDCo works closely with the Headteacher and Full Governing Board, whose responsibilities include ensuring funding arrangements and maintaining appropriate staffing.

## **Role of Parents and Carers**

Parent and school partnership is crucial to providing effective support for all children, and particularly those with additional needs and those in vulnerable groups. Any concerns regarding a child can be raised by the child's parent/carer or form tutor/subject class teacher, leading to ongoing discussions and a collaborative approach to identification of any SEND. We believe that parents and carers know their children best and will seek to utilise their knowledge, working with them to plan interventions that will best suit their child. Teachers value the role that parents and carers have and will seek to support where appropriate with difficulties at home, in particular when this is having an impact at school.

Parents and carers will always be asked to attend key discussions regarding their child, and they will be invited to discuss and review individual targets (for SEND children) at individual meetings where these will be agreed jointly. Parents and carers can ask for an update of their child's progress at any point by contacting the class teacher.

They can also seek pastoral support by speaking with the Pastoral Lead. All staff will endeavour to be flexible when meeting with parents and carers in order to plan discussions at a time that is convenient to all parties.

## **Decision Making**

Key decisions regarding **provision and resourcing for inclusion** across the school are made collaboratively by the **SENDCo, senior leadership team, governors, teachers, and support staff**. Parents and carers play an important role in this process, helping to ensure that provision meets the individual needs of pupils effectively.

## **Provision for Inclusion at West Moors Middle School**

We are committed to ensuring that **all pupils are included in every area of the curriculum**, and that teaching and learning are **adapted to meet the individual needs** of pupils within each class. **Individual learning plans** are used to outline the specific support provided to pupils with SEND, ensuring their learning is personalised and effective.

## **Special Educational Needs and Disability**

Throughout the school day, staff deliver targeted **interventions across different Key Stages**, enabling them to develop expertise in specific areas (e.g., Speech and Language, Numeracy), make effective use of resources, and maintain links with **external agencies** that provide additional support. Wherever possible, pupils work alongside their peers in the classroom, though it may sometimes be appropriate to work in another area of the school depending on the **needs of the child** or the task.

The **Pastoral Lead** provides support throughout the day for pupils with a range of needs, both in groups and individually. Additional support may also be provided by the **Emotional Literacy Support Assistant (ELSA)**. Interventions for pupils with **social, emotional, and mental health needs** are carefully planned and often incorporate strategies such as role play, art, and other activities to support engagement and development.

## **Support for More Able Pupils**

West Moors Middle School is committed to identifying and supporting **more able pupils**- those who require additional challenge beyond the differentiated and enrichment activities offered in the classroom. Pupils who demonstrate a natural flair, passion, or talent in areas such as music, art, sport, design and technology, or other subjects not directly taught at school, are also recognised and supported. Talents may be innate or developed through regular practice and guidance; they are not solely the result of extra-curricular exposure. Support for more able and talented pupils includes:

- **Targeted differentiation** within class, including guided group teaching.
- **Extension activities** and opportunities to apply and broaden learning across subjects.
- **Mastery classes** in core subjects, delivered in liaison with Ferndown Upper School.
- **Booster groups** for pupils with the potential to achieve the highest levels.
- **Encouragement and celebration** of individual talents through home learning projects, clubs, music tuition, and wider school activities.
- **Collaborative opportunities** with other schools and external events, including open days and enrichment activities aimed at more able pupils.

The school strives to ensure that all pupils have equitable access to these opportunities, helping them to reach their full potential and fostering a culture of high aspiration, achievement, and personal growth.

### **English as an Additional Language (EAL)**

Children requiring support in English as an Additional Language (EAL) will receive targeted assistance to develop basic conversational and academic English skills. Pupils not making expected progress will be closely monitored and tracked using the school's assessment and reporting systems to ensure timely intervention and support.

### **Children in Care (CIC)**

Every child who is looked after by the Local Authority (Children in Care, CIC) has a **Personal Education Plan (PEP)**, which is regularly reviewed and updated in collaboration with the child's social worker. These pupils may receive additional support from the **Pastoral Lead** or **Emotional Literacy Support Assistant (ELSA)**, where appropriate. The school ensures that a **designated teacher** is appointed to lead CIC liaison and oversee their educational progress and well-being.

### **Attendance**

Senior leaders, together with the Pastoral Lead and Attendance Lead, closely monitor attendance and identify groups of pupils with high levels of absence or lateness. Targeted strategies are implemented to improve attendance, including collaboration with parents and carers, to ensure that all pupils are in school and able to achieve their full potential.

### **Access**

West Moors Middle School is committed to ensuring that the school environment is accessible and inclusive for all pupils. Adjustments, such as accessible toilets and chair lifts, are provided where practical to enable pupils with physical disabilities to access the full school site. The school ensures that all **Disability Discrimination Act (DDA)** and **Health and Safety (H&S)** requirements are met to maintain safe access for everyone.

Where specific site issues arise, practical arrangements or environmental adaptations are implemented to ensure that all pupils can move safely and participate fully in school life.

### **Extra-curricular activities**

Children with SEND have equal access to extra-curricular clubs and enrichment opportunities, and any additional support required to facilitate their participation is arranged in collaboration with parents and carers where appropriate. These opportunities are an important part of the school's commitment to personal development, social inclusion, and building confidence and skills beyond the classroom, ensuring that all pupils can fully engage in school life and thrive both academically and socially.

### **Funding**

The Local Authority allocates funding to the school to support pupils identified as having SEND, based on a set formula. Additional funding is provided for pupils with the highest levels of need, as identified through an Education, Health and Care (EHC) Plan. Funding is also provided through the Pupil Premium Grant (PPG) for Looked After Children (including those adopted from care), pupils currently or previously entitled to free school meals, and children of parents in the armed forces. The school aims to ensure these pupils are correctly identified on entry through admission information.

Funding for vulnerable pupils contributes to the whole school budget. It is not allocated to individuals directly but is used strategically to support vulnerable pupils in a variety of ways. A large proportion is used to provide staff to support pupils across the school, including the SENDCo, Pastoral Lead, and other key staff involved in inclusion, such as a proportion of the English and Maths Co-ordinators' time delivering

booster lessons. Additional funding is used to purchase resources for individuals, groups, and classes to make the curriculum accessible to all, and to commission external support, for example speech and language therapy, SEND assessment, and staff training.

Families eligible for Pupil Premium Grant (PPG) benefit from targeted provision funded by the school. This may include support for uniform, resources, interventions, or enrichment opportunities, as appropriate, to ensure all pupils have equitable access to the full curriculum and school life.

### **Staff Development**

The **SENDCo** will maintain up-to-date knowledge of local initiatives and guidance by attending the termly SEND briefings organised by the Local Authority. Teachers and support staff receive tailored support and CPD training to enable them to meet the needs of individual pupils effectively. All staff are kept informed of relevant provision, resources, and interventions for pupils with additional needs through regular **staff meetings** and **INSET sessions**, ensuring a consistent and high-quality approach across the school.

### **Preventing children in vulnerable groups from being treated less favourably**

Children with SEND and those from other vulnerable groups are given **equal opportunities to hold roles of responsibility**, such as school councillors or classroom monitors, alongside all pupils. With a strong inclusive ethos, West Moors Middle School encourages respect for all and celebrates **diversity in all its forms**. The school has robust **Behaviour for Learning** and **Anti-bullying policies**, with any incidents logged and monitored by staff responsible for behaviour. Where necessary, targeted interventions are implemented following discussion with senior staff. Pupils with disabilities also receive **reasonable adjustments** to ensure equitable access and participation in school life.

Support is available to pupils who may need assistance in **communicating difficulties**, and staff allocate time to help build **self-esteem and confidence**, enabling pupils to address challenges effectively. Staff pay particular attention to vulnerable children during playtimes, fostering the development of social skills and supporting successful peer interactions.

### **Transition in school**

Towards the end of the summer term children spend a day with their new year tutor/subject class teachers for the following year. Current year tutors meet with the teacher/s whose class the child will join to discuss all children, with a particular focus on those in **vulnerable groups**. Information is shared about the level of support individuals received in their previous class and **resources and techniques that have been successful**. Individual records are also passed on so new teachers can see the history of involvement with any child.

### **To/from other schools**

West Moors Middle School works in partnership with a variety of local schools across phases and authority boundaries. In line with **privacy and confidentiality requirements**, records for all pupils on the **SEND Code of Practice** are shared during transitions. For pupils where transition may be particularly challenging, **additional visits** to the new school can be arranged to support a positive experience, coordinated alongside pastoral support where appropriate.

Where necessary, a **personalised and bespoke transition programme** is implemented, tailored to the individual needs of the pupil. This is planned in consultation with parents, carers, and relevant staff to ensure continuity of learning, support, and well-being.

## **Complaints**

If concerns arise through the application of this process, individuals may make a complaint through the school's **complaints procedure** in the following order:

- Discussion with the child's year tutor/subject class teacher
- Arranged meeting with class teacher and SENDCo and Transition Leader
- Arranged meeting with Headteacher

The **Complaints Policy** is published on the school's website.

## **Equality Impact Assessment**

This policy has been reviewed with the equality impact considerations as laid down in the school's Equality Policy.

### **Acronym Key:**

**SEND** – Special Educational Needs and Disabilities

**ELSA** - Emotional Learning Support Assistant

**EP** – Educational Psychologist

**EHCP** – Education and Health Care Plan

**SALT** – Speech and Language Therapists

**FOW** – Family Outreach Worker

**SAO** – School Attendance Officer

**SENDIASS** – Special Educational Needs and

Disabilities Information and Advisory Support Service

**PLP** – Personal Learning Plan

**LAs** – Learning Support Assistants

**ASD** – Autistic Spectrum Disorder

**FFT** – Fischer Family Trust Education **SAW**

## SEND Help sheet for Parents and Carers

At our school we really want to work in partnership with parents and carers to help us do our very best for your child

As SENDCo at your child's school, I will do my very best to:-

1. ensure you are informed if your child or young person is newly identified as needing additional help - usually described as them having special educational needs (SEND)
2. ensure that I am as accessible to parents and carers as possible – details of how to contact me are on this help sheet (please be aware that I may not always be available immediately)
3. listen to parents and carers and use your information to help in planning support for your child
4. give parents and carers the opportunity to be aware of what you can do at home with your child to echo the support and strategies in school and help to be consistent
5. try to organise meetings with parents and carers at a time to suit all parties and I will follow up on any agreed actions after the meeting (if this is not possible, you will be informed).
6. ensure that your child or young person's identified, individual needs are met with appropriate support - regardless of whether they have a diagnosis of a particular condition
7. read any reports about your child sent to the school by professionals or other services, share them with other staff as appropriate, and act on them as soon as possible after I receive them
8. give parents and carers the opportunity to be involved in planning support and in reviewing their child's progress towards the targets in the plan
9. inform teaching staff, and others working with your child (for example office, lunch staff), of your child's general special needs, any special support needed, and what works for them
10. work with parents, carers and others involved to carefully plan your child's move into our school (or from our school) according to their individual needs

As a parent or carer, it would be helpful if you would keep in touch and:

- a) let the school know if anything has happened that is likely to upset or affect your child in school - whether this is likely to be for just one day or for the longer term
- b) tell us if your child's special needs have changed in any way, or if you receive a professional report that may help us in planning to meet your child's needs in school
- c) let us know if you have concerns or worries so that we can try to sort these out together
- d) if you want to meet us, then please make an appointment in advance
- e) when asking for a meeting with the Inclusion Lead, it would be helpful to have a synopsis of what you would like to discuss and some proposed availability
- f) if we invite you to a meeting, it would be helpful if you could confirm your attendance at the earliest opportunity and if you are unable to attend, propose some alternative dates.