

Quality of Education

Inclusion Policy

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Revision Log (last 5 changes)

Date	Version No	Brief detail of change
September 22	1.1	End of year update and updates to staffing
October 22	1.2	Staffing updates
July 23	1.3	Annual Review
July 24	1.4	Annual Review

This policy is to be followed by and applied to all stakeholders in Leigh Academy Dartford. It is available on the academy's website for all to access and can be provided in print as a hard copy if so requested. All academy-based members of staff are made aware of the policy at induction and through refresher training.

At all times, Leigh Academy Dartford works with children, parents, carers, teachers, non-teaching staff and relevant outside agencies to ensure the very best approaches to inclusion are embedded.

Our Mission for All our Children

Our aim is to send all our pupils onwards so they become lifelong learners, who are successful, confident and responsible global citizens with a desire to improve the world in which they live. Our purpose is to equip our children to be internationally-minded and to possess the essential skills they need to be successful and engaged in all their learning throughout their educational careers and within their future vocations. This is our aspiration for ALL children, regardless of background, and therefore we implement an inclusive approach across all our areas of academy life to increase access and engagement and remove or reduce barriers that children may face in teaching, learning and assessment.

The IB and inclusion

The IB states, "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities."¹

School Organisation

To ensure equal access to the curriculum for all children Leigh Academy Dartford follows these local, national and legal obligations.

- Children and Families Act 2014.
<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- SEND code of practice: 0 to 25 years. Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014.
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- The Equality Act 2010. <https://www.gov.uk/guidance/equality-act-2010-guidance>
- The United Nation Convention on the Rights of the Child.
<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>
- Teachers' Standards. July 2021.
<https://www.gov.uk/government/publications/teachers-standards>
- Kent County Council Mainstream Core Standards. January 2021.
https://www.kelsi.org.uk/_data/assets/pdf_file/0011/121205/Introduction-to-Mainstream-Core-Standards.pdf
- Kent County Council Local Offer
<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Within our academy we additionally follow:

- Leigh Academies Trust Special Educational Needs & Disability (SEND) Policy.
<https://docs.google.com/document/d/1g9jIM91RW73uHXUqELAlad8LA-uQVRQ6vlzi32q8Jm0/edit>

¹ International Baccalaureate Organization. (First published 2015. Updated November 2019.) The IB guide to inclusive education: a resource for whole school development. Page 1.

- LAD SEND Information Report, available on our website <https://dartfordprimary.org.uk/special-educational-needs-and-disabilities/>

All policies seek to promote equality of access to the curriculum for all learners by ensuring we affirm identity and build self-esteem, value prior knowledge and scaffold and extend learning.

Leigh Academy Dartford's Accessibility Plan is available via the school website <https://dartfordprimary.org.uk/policies/>

What is an inclusive education at Leigh Academy Dartford?

At Leigh Academy Dartford, we want all children to be successful learners who are both suitably prepared for the next stage of their education as well as their future vocations. We want all children to be both excited by their learning and proud of their achievements regardless of their backgrounds. Our inquiry-led approach means that the children are studying a curriculum that interests and excites them. They are all included in asking questions and generating ideas for what they wish to study and lead the direction of the inquiry. As a result, all pupils are engaged to motivate and learn, realising that they can take action to improve the world they live in.

At all times, teachers and teams plan and scaffold lessons and activities which reduce or remove barriers to learning and ensure access for all to a curriculum that meets their needs. Additional support is built in around the school day to focus on being able to access learning, closing gaps and building on children's strengths. For example, sensory circuits are used with those children who need it to settle and prepare them before entering the classroom environment each day. Alongside this, teachers look ahead to the key learning that will come up in an inquiry and make use of pre-teaching strategies to equip the pupils who need it with prior knowledge they can then build on.

All children, regardless of their background will make progress and teachers and teams will do all that they can to adapt the education provided to meet each child's needs.

For more detailed information on policy documentation, the extent of learning needs at Leigh Academy Dartford and how these needs are met, please see our [SEND Information Report](#). This will be updated at least annually and to keep up-to-date with the needs of the student population.

Links to other policies

Our inclusive practices are embedded in our approach to learning and can be found in:

- [Teaching and Learning Policy](#)
- [Assessment Policy](#)
- [Languages Policy](#)

School Development

To ensure our staff have both the knowledge and expertise to deliver a fully inclusive curriculum, we provide a needs-based, bespoke continuing professional development programme throughout the academic year. Our CPD schedule is planned to meet the needs of our school community. Where needed, outside agencies are planned in to give specialist training in areas.

In addition, staff have access to the following CPD resources to independently complete their own study in specific areas.

- National College
- Chartered College of Teaching

- TT Education

Resources

When planning to meet the individual needs of children so that they can be fully included in learning, we make use of:

- The London Borough of Bexley's Quality First Teaching and Special Educational Needs Support Toolkit
- International Bacculaureate's, 'Meeting student learning diversity in the classroom.'
- Kent County Council Mainstream Core Standards

These documents are a staff member's first point of call for guidance to meet a child's needs. Once they have reviewed and worked through the suggested strategies they are then able to meet with the academy's inclusion team for further ideas and support. It is in meeting with this team that the decision will be made as to whether access to any outside agencies is needed or to complete any in-school screening. Outside agencies could include but are not limited to educational psychologists, specialist teachers or speech and language therapists.

In school we have access to the following screening tools in order to assess children:

- GL Dyslexia Screener
- PHAB screener
- RAPT - Renfrew Action Picture Test of expressive language
- SpeechLink
- LanguageLink
- Visual Stress assessment

Our inclusion team consists of:

Mrs Haywood - Deputy Principal

- SENCo
- Designated Safeguarding Lead
- Line management of inclusion team

Mrs Filsell - Vice Principal and Inclusion Lead

- SENCo
- Deputy Designated Safeguarding Lead
- Designated teacher for looked after children
- Designated teacher for children with medical conditions
- Provision for pupils in receipt of pupil premium funding
- Provision for pupils who speak English as an additional language

Mrs Reid - Family Liaison Officer

- Deputy Designated Safeguarding Lead
- ELSA HLTA
- Solihull Parent Course Facilitator
- Autism Champion
- Play therapist
- Support for parents with English as a second language
- Support for parents with additional needs
- Mental Health First Aider

Mrs Day - Parent Support Advisor

- Deputy Designated Safeguarding Lead

- Attendance officer
- Children Missing in Education

At Leigh Academy Dartford, we highly value the role additional staff play in accelerating progress and ensuring our approaches are fully inclusive. Our teaching assistant team is overseen by our inclusion lead to both ensure the needs of children are fully met and provide additional training where needed to deliver specific support. During lesson times, teaching assistants are fully involved in the teaching and provide in the moment feedback for maximum impact on progress. Around the school day, they lead bespoke interventions to close gaps, prepare pupils for learning and pre-teach required knowledge.

In addition to this, we budget specifically to purchase resources which will make the environment, curriculum and structure of the day fully inclusive. This budget is overseen by the inclusion lead and authorised by the principal.

Some examples of the resources previously purchased are:

- Communication in Print
- Ear defenders
- Toys for attention
- Coloured overlays
- Lexia

Communication

At Leigh Academy Dartford, we recognise that working closely with parents, carers and outside agencies will enable us to provide our pupils with the very best education. In order to do this we provide several ways for parents to communicate with us and for us to share information with them. We endeavour to respond to any communication within 24 working hours of receiving it.

Parents and carers can contact the school:

- Every day at collection parents and carers can talk to the class teacher on the playground
- Via the messaging system built into Class Dojo
- By contacting the school office via email

We share information communally with stakeholders via:

- Social media
- Parentmail
- Class Dojo school page and home pages

If we need to communicate sensitive information, such as test results, with parents or carers we will choose the approach based on the situation and which members of staff this should involve. This could be via:

- A 1:1 meeting
- A team meeting
- A phone call
- An email
- A letter
- A written report

At key transition points, such as changing schools, we work with parents, carers, partner schools and outside agencies to ensure any relevant information is communicated following relevant GDPR protocols.

Rights and Responsibilities of Pupils

Rights

- Pupils have the right to a safe, respectful, and inclusive learning environment.
- Teachers have the right to work in a safe, respectful, and inclusive school environment.
- Parents have the right to advocate for their child's well-being and academic success.

Responsibilities

- Pupils will contribute to a safe, respectful, and inclusive learning environment for themselves and others by including others, being open-minded and respectful of others, and taking responsibility for their own actions.
- Pupils will also provide feedback, as age appropriate, on learning and goals for themselves and peers.

Responsibilities of Teachers

- All teachers will participate in all mandatory training when available.
- All teachers will maintain accurate records of pupils' progress and discuss the strategies and interventions needed to address individual pupils' needs with their parents.
- Teachers will provide differentiated instructions and content to support and scaffold pupils' learning.
- Teachers will maintain discretion and confidentiality when providing special education needs services.

Responsibilities of Parents

- A partnership with parents plays an active role in a child's education, enabling pupils' with special needs to achieve their potential and receive optimal support.
- Parents will communicate all information and documentation regarding their child's special needs to the school at the time of admission.
- Parents will be available to meet with their child's teachers to ensure that they are aware of their progress within school and whether any additional support is needed.

The IB and inclusion

The IB states, "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities." Our vision is to ensure that our IB programme is accessible to ALL learners of ALL abilities through a range of practices. These include, but are not limited to: lessons being planned to include UDL; the use of interventions such as sensory circuits to ensure our learners are ready for the day; and using technology such as ReadWrite to assist pupils in the classroom.

Confidentiality

All staff are trained in the academy's policies and procedures regarding confidential information. This is stored within the Leigh Academy Trust's code of conduct and refresher training takes place each academic year. Within the school environment, digital confidential information is stored securely following the Leigh Academy Trust's privacy policy. Any paper-based confidential information is stored in a locked area following the Leigh



Academy Trust's privacy policy. Access to any confidential information is only given on a need-to-know basis and both admin rights and password systems are used to achieve this.

The Leigh Academy Trust's data protection policy is available via our school website.