



Montalbo Nursery and Primary School

Inclusion Policy

Introduction

*'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation' - **Index for Inclusion – Booth and Ainscow 2000***

Supporting and enabling every individual child to develop their full emotional, social and academic potential is central to our aims and vision. Successful inclusion should result in:

- Every pupil feeling safe, confident and happy at school
- Every pupil making the best progress of which they are able and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our extra-curricular activities.
- Every child showing self-belief in themselves as a learner and valued member of our school community.

Successful inclusive provision at Montalbo Nursery and Primary School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

The inclusion policy is supported by the following school policies: Special Educational Needs, Equality Policy, Behaviour Policy, Anti-Bullying and Looked After Children Policy

Legislation and Guidance

Our Inclusion Policy is informed by the following:

- Children's Wellbeing and Schools Act 2026
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years
- Education Act 1996
- Children Act 1989 and Children Act 2004
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children
- current statutory attendance guidance
- relevant local authority safeguarding and SEND guidance

Key principles

- We respect and value all children and we celebrate the diversity of cultures and needs within the school
- We educate children about differences between people and how we should embrace and celebrate differences within our community
- All children have a right to an education that is suited to their particular needs and abilities
- The school has the highest expectations for all children who will be provided with high quality teaching, support and challenge to enable them to achieve their best
- All children will be offered full access to a broad, balanced and relevant education, including the National Curriculum and extracurricular activities
- We see the education of every child as a partnership between the child, teachers, parents/carers and external agencies as necessary
- We will understand the needs of our school community when developing our Inclusion Strategy, ensuring staff understand our priorities

Aims

- To promote an inclusive ethos which ensures that all pupils feel valued and that the needs of all pupils are met
- To enable all pupils to reach their full potential by providing a rich, stimulating, challenging and personalised curriculum
- To promote the social, moral, spiritual and cultural development of all pupils
- To educate all pupils on British values and protected characteristics
- To prepare all pupils to excel in the world of work and in their chosen path and be ready for the challenges and opportunities of the 21st Century
- To ensure the highest outcomes and standards for all groups of pupils, and that any underachievement is identified and effective strategies and interventions are put in place to address this
- To ensure that barriers to learning are identified at the earliest possible opportunity and addressed through a range of appropriate interventions
- To support teachers in their work on curriculum development and delivery with particular reference adaptation, curricular access and achievement

Potentially Vulnerable Groups

There are a number of identified groups of pupils and families for whom this policy is particularly pertinent:

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils who are disadvantaged
- Pupils whose home language is not English (EAL)
- Pupils who are More Able and/or talented (MAT)
- Pupils with physical or sensory impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason
- Pupils under the care of Social Services or pupils who may be Children in Care, or Previously Children in Care
- Pupils who are young carers
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance
- Pupils who are at risk of disaffection and exclusion from school
- Pupils with medical conditions or allergies, particularly where their condition requires ongoing support, medication, an Individual Healthcare Plan or adjustments to school routines;

Promoting and Supporting Inclusion

Head Teacher, Senior Leaders and our Governing body:

- Responsibility for making Montalbo an inclusive school lies with the Head Teacher, Senior

Leaders and the Governing Body of the School.

- We aim to promote Inclusion at Montalbo through all of our policies, systems and practices.
- Responsibility for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the pupils who attend the School.
- Responsibility for ensuring that the principles of Inclusion are applied to all activities which pupils engage in at School or on Educational Visits; this includes the variety of Extended Schools activities that are offered and break and lunchtime activities.
- Ensure staff have up to date training on inclusive practices.
- Ensure school meets its statutory responsibilities

Special Educational Needs Co-ordinator (SENCO):

- The school has a SENCO – Mrs S Channell – who takes the leading role in co-ordinating support and provision for children who are targeted or require specialist Special Educational Needs or Disabilities (SEND) provision; including support from outside agencies.
- The SENCO monitors, advises, evaluates and plans for the development of inclusive practice and provision for targeted or SEND pupils across the school.

Class Teachers:

- All pupils at Montalbo spend the majority of lesson times being taught alongside their class mates in their classroom. Class teachers take the lead role in managing and creating the classroom environment.
- Teachers have overall responsibility for the planning and delivery of lessons to their class. Teachers seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress. Such additional provision and its outcomes are recorded by the teacher by means of an Individual Support Plan. Parents are informed by their child's teacher of any additional or different provision being made for their child.
- Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class. Class teachers will inform the SENCO or Senior Leadership Team if further support is required.
- Class teachers have a pivotal role to play in achieving positive and supportive relationships with and between pupils. Class teachers are central to successful liaison with parents and colleagues

Teaching Assistants:

- Teaching Assistants work with individual or groups of pupils during lessons and break or lunch times to support pupils' learning and promote their wellbeing. The work of a Teaching Assistant is directed by the teacher during lessons.
- Teaching Assistants will feedback regularly to teachers on the progress pupils are making towards the learning challenge or their individual targets.
- Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the SENCO.
- To address very specific needs, pupils may be withdrawn for short periods during class times to work individually. Alternatively, some work may occur alongside others within a small group, when the need is common to all.
- In order to best utilise their support for pupils' learning, the deployment of Teaching Assistants within the school is strategically managed by Senior Leaders in consultation with Class Teachers.

Monitoring, Review and Evaluation

The Head teacher and SENCO will monitor the effectiveness of this policy on a regular basis. The Head teacher and SENCO will report to the Governing Body on the effectiveness of the policy at least annually and, if necessary, makes recommendations for further improvements.

Policy Updated: September 2026

Next Review: September 2027

