

Michael Syddall Inclusion Policy

This policy reflects the principles and requirements of the SEND Code of Practice (2015), the Equality Act 2010, the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014.

Centering inclusion within our school ethos, Michael Syddall Primary School empowers every child to embody our motto: 'be the best we can be'. We are a school that ensures every child, regardless of background, ability or medical need, can thrive. As a school, we are inclusive by design. This means that the environment and curriculum have been tailored with inclusivity at its core. Every member of staff has one vision and common goal - to support and challenge children to achieve their highest potential. Inclusion at Michael Syddall Primary School means ensuring that every child feels safe, valued, respected and able to participate fully in all aspects of school life, regardless of need, background, identity or circumstance. Our inclusive practice supports all pupils, including those with SEND, disabilities, medical needs, social, emotional and mental health needs, English as an additional language (EAL), those in receipt of pupil premium funding, looked-after children and any pupils who may experience barriers to learning.

Our inclusive approach can be split into two parts: whole school support and specific, individualised adaptations. Whole school support will display itself through high quality teaching (refer to high quality first teaching toolkit): visual timetables, visual communication aids, scaffolding, adaptive teaching techniques and classroom environments to name a few examples. Specific, individualised adaptations include small group interventions, pre-teaching, 1:1 support from external agencies, access to sensory and regulation spaces, as outlined in Individual Provision maps (IPMs). To facilitate an optimal learning environment, we provide a variety of adaptive tools—including standing desks, wobble cushions and ear defenders—ensuring that every child's sensory and physical needs are met within the classroom. Teachers modify learning and teaching expectations as appropriate for children. For example, they may give additional time to complete certain activities, or they may modify teaching materials to increase accessibility and engagement. At the heart of each class is a continual assess, plan, do, review approach to ensure teaching styles, resources, activities and materials are pitched appropriately and adapted according to need.

Inclusion is promoted at our school through:

- Ensuring pupils are called their preferred names, which may be different from their legal names, considering the spelling and pronunciation.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Ensuring equal access to opportunities, such as extracurricular activities and trips.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic they may have.
- Weekly super circles awarded and celebrated in collective worship.

- Weekly picture news with explicit teaching of the British Values and Protected Characteristics.
- Musician of the week to learn about, appreciate and celebrate music from different cultures.
- A wide range of club choices for all including sport, art, science, music and dance.
- A variety of trips and sporting opportunities throughout the year ensure all children get a wide range of experiences. Those attending sporting events are logged to ensure all children receive equal opportunities.
- We celebrate different religious festivals and learn about the major world religions as part of our RE curriculum.
- Inviting all parents in termly for learning cafes. Sharing techniques and methods taught in school and celebrating the children's learning.
- Widget symbols used throughout school to empower children to be independent and communicate.
- Short, intentional bursts of physical activity through movement breaks at intervals throughout the day to boost cognitive function, reduce mental fatigue, enhance mood and improve physical health.

To monitor accessibility and ensure inclusion is reflected upon, we have regular audits and updates to the physical environment, curriculum and communication formats used in class. Pupil attendance, attainment and progress data is reviewed termly through pupil progress meeting with the class teacher, head teacher and SENDCO. We assess the efficacy of interventions on student outcomes, refining our strategies to promote equitable access and inclusive participation. We value pupil voice and encourage children to share their views about their learning, wellbeing and support. Pupils are encouraged to contribute to decisions that affect them in school. This is displayed through subject leaders collecting pupil voice, school council, house captains and vice captains, and a yearly pupil wellbeing questionnaire.

We support smooth transitions by putting enhanced plans in place for vulnerable children. This includes working closely with other settings, offering social stories, arranging visits and extra time with classrooms and staff, and holding transition meetings where key information is shared using a structured checklist followed by teachers. All information is shared promptly, professionally, and in confidence.

As outlined in our SEND policy, we work closely with parents and carers, involving families in the development of strategies and supporting them in recognising their role in supporting their child's needs at home. A collaborative approach between children, families, external agencies and school allows for an active partnership in inclusion and ultimately results in greater support and outcomes for all.

