



Spirit Federation

Inclusion Policy

1. Policy Statement

At Spirit Federation, we are committed to creating a culture of inclusion where every child and adult is welcomed, respected, and supported to thrive.

In line with our Christian values of **trust, respect, courage, faith and commitment**, we aim to remove barriers to learning and participation so that all pupils feel safe, valued and able to achieve their full potential.

This policy should be read alongside our **SEND Policy, Equality & Diversity Policy, Behaviour Policy, and Safeguarding & Child Protection Policy**.

2. Legal and Policy Framework

This policy is underpinned by the following legislation and statutory guidance:

- **Equality Act 2010** (including the Public Sector Equality Duty)
- **Children & Families Act 2014** and the **SEND Code of Practice (2015)**
- **Statutory Guidance on Supporting Pupils with Medical Conditions (2014)**
- **Keeping Children Safe in Education (KCSIE 2025)**
- **Ofsted Education Inspection Framework (EIF)**

3. Aims

We will:

- Ensure equality of opportunity for all pupils.
- Identify and remove barriers to learning, participation, and wellbeing.
- Promote respect for diversity and positive relationships across the federation.
- Personalise learning to meet a wide range of needs.
- Work in partnership with families, governors, and external agencies.

4. Scope

This policy applies to all pupils across the federation, including (but not limited to):

- Pupils with Special Educational Needs and Disabilities (SEND)
- Pupils who are disadvantaged or in receipt of Pupil Premium
- Pupils with English as an Additional Language (EAL)
- Pupils from minority ethnic backgrounds, faith groups or traveller families
- Pupils who are looked after or previously looked after
- Pupils with medical conditions or disabilities
- Pupils who are young carers, at risk of exclusion or experiencing social/emotional challenges
- Pupils who have particular talents

5. Roles and Responsibilities

- **Governing Bodies**
Ensure compliance with legislation, monitor inclusion outcomes, and set strategic direction.
- **Executive Headteacher & Heads of School**
Lead an inclusive culture across the federation, ensure policies and practices promote equity and allocate resources appropriately.

- **SENDCos**
Coordinate provision for pupils with SEND and other additional needs; support staff in delivering inclusive practice; liaise with parents and external professionals.
- **All staff**
Deliver quality first teaching, make reasonable adjustments, promote positive behaviour, and model inclusive values.
- **Pupils**
Respect and support one another, contribute to a safe and inclusive community.
- **Parents and carers**
Work in partnership with the school to support children's learning and wellbeing.

6. Implementation

We will achieve inclusive practice by:

- **Curriculum & Teaching** – ensuring high-quality, well-adapted teaching, supported by appropriate interventions.
- **Access & Participation** – making reasonable adjustments so all pupils can join curriculum, enrichment, trip, and wider school life.
- **Personalised Support** – using provision mapping, Pupil Premium and targeted interventions to address barriers.
- **Wellbeing & Behaviour** – embedding restorative, consistent approaches that safeguard pupils and promote positive relationships.
- **Staff Development** – providing training on SEND, EAL, cultural awareness, equality and inclusive pedagogy.

7. Monitoring & Evaluation

Inclusion will be monitored at federation and school level through:

- Pupil progress, attainment and engagement data
- Attendance and exclusion data
- Pupil and parent voice
- Staff feedback and professional development records
- Annual review by Heads of School

8. Linked Policies

- SEND Policy
- Equality & Diversity Policy
- Safeguarding & Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Supporting Pupils with Medical Conditions Policy