



Pentrebane Primary School

Inclusion Policy

(March 2026)



Inclusion Policy

1 Introduction

1.1 Pentreban Primary School is very inclusive in the way it involves all pupils in the life and work of the school. This policy will focus on a narrow definition of inclusion to ensure a sound policy and procedure is in place for those pupils who will integrate into mainstream schools.

2. What is inclusion?

2.1 Inclusion involves the process of increasing the participation of children and young people in the cultures, curricula and communities of local schools.

2.2 Inclusion into the community of a mainstream school in order to provide wider friendships, enhanced social opportunities, experience in coping with a larger class, ability to mix with non-disabled children.

2.3 Inclusion is a process by which schools, LAs and others develop their cultures, policies and practices to include all children and young people

2.4 All children and young people should have access to an appropriate education that affords them the opportunity to achieve their personal potential.

3. Aims and objectives of inclusion

3.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children and is the responsibility of all adults who work in school.

- To give pupils an experience of social situations, which may lead to increased self-sufficiency and independence.
- To increase pupil's self-esteem.
- To achieve socialisation within an alternative peer group.
- To attempt to give pupils greater autonomy.
- To give pupils a new enjoyable social contact.
- To give pupils a richer linguistic experience.
- To give pupils a valuable learning experience in a mainstream environment.
- To monitor pupil's progress
- To support the needs of pupils across transition
- To work jointly with other agencies and service providers to effectively meet individual needs.

3.2 The Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individual pupils
- Providing other opportunities outside the Curriculum to meet the needs of groups of children

3.3 We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

3.4 Disapplication and modification - The school can, where necessary, modify or dis-apply the Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, providing targeted intervention programs or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, the ALNCO and class teacher work closely with these specialists to support the child.

3.5 In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority, The school's governor with

Working together, building an inclusive and nurturing community of kindness, honesty and respect.



responsibility for additional learning needs would be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

3.6 Should the school go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act (1996). This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs.
- Section 365 of the Education Act (1996). This allows the temporary modification of the National Curriculum, or elements of it.

4. Teaching and Learning

4.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups to ensure all pupils are achieving as much as they can, our staff plan a curriculum that meets the specific needs of individuals and groups of children. When planning, teachers set high expectations and provide opportunities for all pupils to achieve. Teachers are aware that pupils bring different experiences, interests and strengths to school which influence the way they learn. Teachers plan a range of approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

5. Identifying the need for inclusion

5.1 Every child who can benefit from inclusion will be considered. The severity of a child's disability is not necessarily a barrier to inclusion. Pentreban Primary School seeks to meet individual pupil's needs by extending their social and educational experiences. A pupil's need for inclusion will become apparent through the assessment process and through the multidisciplinary meeting or the annual review of statements.

5.2 When a pupil is identified as having a need for inclusion, a five-point plan should be followed:

1. Assessment – pupil to be assessed firstly through school assessment. Educational psychologist, physiotherapist and speech therapist may also be involved.
2. Meeting – a meeting will then be arranged to ascertain the type of inclusion required to meet the pupil's needs and how best to achieve it. This meeting will be between parents, ALNCO, headteacher and class teacher. The pupil may also attend their participation in discussions is desirable. By the end of this meeting a plan of action will have been formulated.
3. Contact – once a plan of action has been formulated, contact must be made with the school.
4. Meeting – a final meeting or discussion should then take place between parents, ALNCO, class teacher, Headteacher and educational psychologist if necessary. This meeting will arrange details of days, times to begin and a full discussion of the aims and objectives for this particular pupil.
5. Review Meeting – after a specified period of time involved in the inclusion programme a review meeting will be held to discuss further action. This may consider:-
 - continuation of the inclusion programme
 - increasing/decreasing or ceasing hours of pupil support
 - any changes to the statement

6. Monitoring and review of inclusion programme

Monitoring and regular review of inclusion programmes is essential to ensure that the placement is continuing to meet the needs of the pupil. All progress should be reported comprehensively to parents. A child's progress should be formally evaluated at parents' evenings and at the Annual Review.

7. Reasons for changing, adapting or stopping an inclusion programme.

In the event of a placement being found to be unsuitable for a particular pupil, a meeting should be called involving all parties to discuss further action. This will be the case if:-

- The aims for an individual pupil are not being met.
- The inclusion programme is upsetting or negatively affecting the pupil.
- The school feel that they cannot continue the current inclusion programme

Mrs. E. Prescott
Headteacher
Date: March 2026

Mr. D. Corp
Chair of Governors