

# Inclusion Policy

## Knaphill Federation of Schools

Persons Responsible: SENCOs from Knaphill Lower School and Knaphill Junior School

Date adopted: Autumn 2025

Date of last review: Autumn 2024

Date of next review: Autumn 2026

### Vision

*We strive to provide a strong learning environment which enhances academic achievement and develops a child's social and relationship skills and attitudes to success.*

At Knaphill Federation of Schools our mission is to empower children to have a bright future. In our ever-changing and complex world, the children of today need to develop the knowledge, skills and strength of character to empower them to create their own bright future. Our school values drive everything we do as we believe that the purpose of education is to ensure that everyone in our school community is able to flourish.

At Knaphill Federation of Schools, all pupils, regardless of their particular needs, are provided with inclusive teaching which enables them to make the best possible progress in school and to feel that they are a valued member of the school community. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone in our school. Every teacher at Knaphill Junior School and Knaphill Lower School is a teacher of every pupil, including those with SEND. High quality teaching and learning are at the centre of this and all our teaching staff are trained to effectively support children with SEND.

### Aims

Our schools aims to be inclusive schools. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our schools:

- Girls and boys;
- Ethnic and faith groups;
- Disadvantaged pupils (Pupil Premium);
- Children with English as an additional language;
- Children with special educational needs and disabilities ;
- Looked after children and those adopted from care;
- High achieving children;
- Travellers and asylum seekers;
- Any children who are at risk of disaffection or exclusion;
- Other vulnerable groups

## **Objectives**

The National Curriculum (<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>) is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

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

## **The Organisation of Teaching and Learning**

In our school, the learning and teaching, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of the children in their class.

When the attainment of a child falls significantly below the expected level, their class teachers enable the child to succeed by planning work that is in line with that child's individual needs. For some children, we modify and adapt the curriculum and access arrangements to better meet their individual needs. This enables these children to make progress at the level appropriate to them.

If children are absent from school for a significant length of time due to medical needs, Access to Education may provide appropriate home schooling.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the depth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering sex, race, religion or belief, gender, sexual orientation and disability.

Teachers ensure that children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- Participate safely in clothing that is appropriate to their religious beliefs;
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Are encouraged to participate fully, regardless of disabilities or medical needs.

If a member of staff has a concern regarding a child, this is referred to the Headteacher and/or SENCO, as appropriate.

### **Disadvantaged Children**

The Pupil Premium funding was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils. The Pupil Premium funding is used to reduce the gap between the achievement of these pupils and their peers.

We closely monitor, evaluate and review the impact of the Pupil Premium funding and ensure that the additional funding reaches the pupils who need it the most and that it makes a significant impact on their education and lives. We report the impact of the funding annually and this is published on our website.

### **Children with special educational needs and/or disabilities**

The school is committed to providing an environment that allows children with disabilities full access to all areas of learning, including access to the physical environment and opportunities to take part in educational visits.

Teachers modify learning and teaching as appropriate for children with SEND, taking account of their individual needs. Access arrangements are modified as required following statutory guidance. See Accessibility Policy and Plan for more details.

### **Pupils with English as an Additional Language**

Planning will take account of the pupil's level of understanding and their previous educational experiences. Pupils with EAL are supported by staff inside the classroom and in small groups.

### **Pupils in care and adopted from care**

Looked After Children will have targets set within a personal education plan (PEP). The targets will be set by the school, the carer and social services. We aim to send a representative to all LAC reviews and to work closely with social services and carers. Academic progress will be reported to the governing body.

### **Assessment**

Teachers use assessment techniques that reflect children's individual needs and abilities. During Statutory Assessments such as the Key Stage 2 statutory tests (SATs), there are some circumstances where pupils may not be entered for the test e.g.

- If the child is working below the level of the tests
- If it is impossible to establish whether they are working at the level of the test. This may be the case if a pupil has arrived from a different education system and cannot speak English.

- If a child is unable to access the test e.g. physical or sensory disability despite modifications/adaptations.

In these circumstances the school follows the National Curriculum Assessment and Reporting arrangements booklet <https://www.gov.uk/government/publications/2021-key-stage-1-assessment-and-reporting-arrangements-ara> and discusses this with parents/carers.

### **Storing and Managing Information**

Information regarding all pupils is confidential and files relating to children are kept securely and shared on a need-to-know basis. Files are transferred from the Infant School to the Junior School, from the Junior School to Secondary Schools or to a new school where a child moves in-year. If we are unable to do this, the file will be stored securely until the child reaches 31 years of age then securely destroyed, in line with the retention schedule set out by the IRMS.

### **Philosophy**

We are fully committed to inclusion at the admission stage and during the whole of a child's school life. However, we are aware that, in exceptional circumstances, the needs of the individual child might not be met or that the inclusion of the child in mainstream education 'is incompatible with the efficient education of other children'. (SEN Code of Practice. DFE 2014)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **Related Policies**

Accessibility Policy and Plan

Equality Policy and Single Equality Scheme

Special Educational Needs and Disability Policy

SEND Information Report

### **Complaints procedure**

The Knaphill Federation of Schools works, wherever possible, in partnership with parents, to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.