



<b>POLICY FOR</b>	<b>INCLUSION</b>
<b>PERSON RESPONSIBLE</b>	<b>DEPUTY HEADTEACHER</b>
<b>REVIEW DATE</b>	<b>DECEMBER 2023</b>
<b>NEXT REVIEW DATE</b>	<b>DECEMBER 2024</b>
<b>APPROVED BY</b>	<b>GOVERNING BODY / HEADTEACHER</b>

### 1. LEGAL REQUIREMENTS AND COMPLIANCE:

The Malling School is committed to complying with all relevant laws and regulations concerning inclusion and equality, including but not limited to:

- The Equality Act 2010
- The Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years,
- The Human Rights Act 1998.

Our school's Inclusion Team and the link governor for Inclusion oversee the development, implementation, and monitoring of inclusive practices, ensuring adherence to legal requirements.

### 2. RATIONALE:

At The Malling School, we are dedicated to providing an inclusive and high-quality education for all our students. Our commitment stems from the belief that every child deserves access to a diverse and comprehensive academic and social curriculum. We aim to nurture each student's personal development by fostering responsibility, building self-esteem, and promoting our core values of being caring, determined and reflective.

### 3. VISION FOR INCLUSIVE EDUCATION:

The Malling School aims to provide a diverse and inclusive education that embraces diversity, promotes equity, and accommodates the needs of every learner. We strive to create an educational environment where all students can flourish, irrespective of age, gender, sex, ethnicity, special educational need, physical impairment or neurodivergence.

### 4. RIGHTS AND RESPONSIBILITIES:

All members of The Malling School community have the right to a supportive and inclusive learning environment, free from fear of discrimination and prejudice. It is the responsibility of our school, staff, students, and parents to uphold the principles of inclusivity, respect diversity, and collaborate to create a positive and accepting school culture.

## **5. OBJECTIVES:**

- To create an inclusive school environment that caters to diverse needs and works collaboratively with parents/carers.
- To provide equal opportunities for all students through meaningful and accessible curriculum and extra-curricular activities.
- To ensure all students are able to fully access the curriculum.
- To eliminate prejudice and discrimination, and promote equality of opportunity.

## **5. SUPPORTING INCLUSION:**

- Departmental teams work together to develop a highly structured and academically demanding curriculum that ensure all students are both stretched and supported.
- Teachers and support staff ensure a secure, respectful, and valued learning environment for all students.
- Teachers and support staff model the inclusive attitudes that the school aims to develop in the students.
- Teachers and support staff take firm action when instances of discrimination become evident.
- The school collaborates with outside agencies and specialists to support students' needs and progress.
- The school ensures student voice is listened through the school council as a formal forum for raising concerns.
- Teachers and support staff foster character development through 'The Malling School Way'.

## **6. MONITORING INCLUSION:**

- Regular tracking of pupil attainment, monitoring and assessment schedules, termly reviews of provision management, annual reviews for pupils with EHCPs, lesson observations, assessments, and discussions with children and parents are conducted.
- Identification of pupils with special educational needs and provision, with all staff encouraged to flag any students who they feel may have an unidentified learning need.

## **7. PROVISION AND RECORD KEEPING:**

Differentiated curriculum provision, provision plans, EHCPs, support for EAL pupils, challenging higher-ability students, resource allocation, and record-keeping are integral aspects of meeting diverse needs and fostering inclusion.

## **8. WORKING WITH PARENTS AND COMPLAINTS:**

Positive parental involvement is encouraged through regular meetings, consultations, and support avenues. A clear process for addressing parental concerns or complaints is in place, in alignment with school policies.

## **9. STAFF DEVELOPMENT:**

Continuous professional development is facilitated to meet the needs of the student body, and involves both whole-school CPD sessions on general diversity issues and smaller meetings regarding particular students in need of support.

## **10. POLICY REVIEW:**

This policy undergoes regular reviews to align with LEA, government requirements, or any necessary changes, ensuring it remains responsive and effective.

Should further guidance be required on specific areas related to inclusion, staff are encouraged to refer to the school's Accessibility Policy, SEND Policy, Safeguarding Policy, or any other pertinent policies for comprehensive support and guidance.