Learning, Growing, Achieving – TOGETHER

St Meryl School

Inclusion Policy

1. Introduction

St Meryl School is committed to providing an inclusive, welcoming, and nurturing learning environment where every pupil is valued, respected, and supported to achieve their full potential. We believe that inclusion is the responsibility of every member of staff and is embedded within the culture, ethos, and daily practice of our school.

This policy outlines our approach to inclusion and ensures compliance with the Equality Act 2010, the Children and Families Act 2014, and the SEND Code of Practice (2015).

Definition of Inclusion:

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupil/s, irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

2. Aims

At St Meryl School we aim to:

- Provide equitable access to a high-quality curriculum for all pupils regardless of need, background, or starting point.
- Identify pupils with additional needs as early as possible and provide timely, effective support.
- Foster a culture of high expectations for every learner.
- Remove barriers to learning and participation.
- Work collaboratively with parents, carers, external professionals, and pupils themselves.
- Ensure that pupils feel safe, confident, and included within all aspects of school life.

3. Responsibilities

Head Teacher: Mr Craig Davies

The Head Teacher will:

- Ensure that inclusion remains a whole school priority.
- Oversee the implementation of this policy.
- Allocate resources to meet identified needs.
- Ensure that staff receive appropriate training to support inclusive practice.

SENCo: Mrs Eloise Swain

The SENCo will:

- Lead the strategic development of SEND and inclusion across the school.
- Coordinate support for pupils with SEND.
- Liaise with staff, parents, external agencies, and pupils.
- Oversee assessment, provision mapping, and review cycles.
- Support teachers in planning and adjusting teaching for diverse learners.
- Maintain records and statutory documentation.

Teaching and Support Staff

All staff will:

- Promote inclusive practice within their classroom.
- Differentiate work and provide reasonable adjustments.
- Identify emerging barriers to learning and seek support from the SENCo as required.
- Engage with training and professional development.
- Foster relationships that support pupil well-being, self-esteem, and independence.

4. Identification of Needs

Pupils may require additional support due to:

- Special Educational Needs or Disabilities (SEND)
- English as an additional language (EAL)
- Medical conditions
- Social, emotional, or mental health needs
- High learning potential
- Disadvantage or vulnerable circumstances

Identification may come from observations, assessments, discussions with parents, or external agency involvement.

5. Our Inclusive Approach

At St Meryl School, inclusion is reflected through:

- High quality teaching as the first wave of provision.
- Adaptive teaching that responds to individual learning needs.
- Use of visual, practical, and scaffolded learning materials.
- Support from trained teaching assistants.
- Pastoral and emotional support systems such as nurture provision.
- Targeted interventions where necessary.
- Regular monitoring of progress for all pupils.
- Personalised support plans when required.

6. Working with Parents and Carers

We recognise the importance of strong partnerships with parents and carers. St Meryl School will:

- Communicate openly and regularly.
- Involve parents in decision making and review processes.
- Provide clear information about support and provision.
- Work collaboratively to support each child’s needs.

7. Pupil Voice

Pupils will be encouraged to:

- Share their views about their learning and support.
- Take part in review meetings as appropriate.
- Develop independence and self-advocacy skills.

8. Monitoring and Evaluation

The SENCo and Head Teacher will:

- Review the effectiveness of provision regularly.
- Analyse pupil progress data.
- Collect feedback from pupils, parents, and staff.
- Report outcomes to governors.
- Update the policy annually.

9. Linked Policies

This policy should be read in conjunction with:

- SEND Policy
- Equality Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Medical Conditions Policy
- Accessibility Plan

First written: December 2013
Ratified by: The Governing Body of St Meryl School: March 2014
Reviewed: January 2016, 2018,2020,2022, 2024 and 2025