



*"Inspiring a love of lifelong learning"*

## **Inclusion Policy**

**Policy date: Summer 2026**  
**Review date: Summer 2028**

Learning at Charville is underpinned by our Core Values, which are as follows:

Respect  
Independence  
Self-belief  
Honesty  
Caring  
Determination

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## **1. Scope**

This policy applies to all staff, pupils and parents at Charville Academy. All staff are expected to support all children with their learning and other needs during their time at Charville Academy.

## **2. Aim:**

Charville Academy aims to be an inclusive, values-based school, welcoming all children from the local community. We are committed to ensuring all children develop their potential and to prepare them for life-long learning opportunities.

## **3. Groups**

As a fully inclusive school we are determined to meet the range of needs of all groups within our community. These include but are not limited to:

- Gender groups
- Ethnic groups
- Faith groups
- Families who have English as an Additional Language (EAL)
- Children with Special Educational Needs and Disabilities (SEND)
- Most able pupils
- Looked After Children (LAC)
- Post LAC children (Post LAC)
- Children who may be at risk of exclusion including Permanent Exclusion
- Children who are infrequent attendees (Persistently Absent - PA or Severely Absent - SA)
- Children which are transient (mobile)
- Families supported by outside agencies
- Post adoptive children
- Service family children
- Children at risk under the Prevent agenda
- Disadvantaged pupils eligible for Pupil Premium (PP) funding
- Traveller Community
- Any other identified group.

## **4. Parent/Carers**

As an inclusive school, parents are supported and where appropriate:

- Adaptions are made for parents as necessary
- Translation facility is available for letters
- Class Dojo provides the ability to translate messages
- Information is provided in a written format where required
- Parents are supported to access written documents when required
- Documents are available as translations via Google Translate.

## 5. Staff

As an inclusive school our aim is that:

- The representation of staff is equal to that of the student body it represents
- This is surveyed and reflects the diversity of the area as Charville utilises a blind recruitment procedure
- Charville values extend to staff and wellbeing managers and together with staff surveys conclude that everyone is treated as an equal at this institution
- High expectations of all pupils and staff.

## 6. Inclusion staff

As mentioned previously all staff are involved in delivering the curriculum inclusively and supporting the children throughout their day onsite.

- **SEND**
  - SENCO
  - Identified Teaching Assistants
- **SRP**
  - SRP Lead
  - SRP Teacher
  - SRP Teaching Assistants
- **LAC**
  - Designated teacher for LAC pupils
  - Headteacher
  - Inclusion Manager
  - Pastoral Manager
- **Medical**
  - Welfare Officer
- **Child Protection/Safeguarding**
  - Head Teacher
  - Deputy Head Teachers
  - Designated Safeguarding Leads
  - Inclusion Manager
- **Pastoral Team**
  - Learning Mentor
  - Attendance Officer
- **Pupil Premium / Disadvantaged Pupils**
  - Pupil Premium Lead.

## 7. Inclusive Practices

For all children to be successful the school will:

- Provide Quality First Teaching (QFT)
- Have high expectations of all pupils

- Ensure effective communication between all stakeholders
- Ensure the curriculum reflects and supports the needs of the pupils
- Support children’s social, emotional, mental and academic well being
- Support children to develop an understanding of values in school, the family and the community
- Ensure early identification and intervention of any barriers to learning
- Enlist the support and expertise of relevant specialists
- Eliminate any prejudice and discrimination against individuals or groups of pupils to ensure all children are perceived positively and they feel valued
- Ensure all classrooms offer ordinarily available provision for all pupils.

## **8. Learning and Teaching**

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. Teachers will ensure that all children:

- Receive Quality First Teaching (QFT)
- Are taught in varied groupings that allow them to experience success
- Use creative materials suitable to their learning style
- Identify challenging targets that enable them to succeed
- Participate fully
- Feel secure and know their contributions are valued
- Will be given opportunities to work independently as well as with others
- Will experience success
- Can access the National Curriculum through appropriate differentiation and adaptive teaching
- Have interventions that ensure they can overcome any barriers to their learning
- Are supported through the Graduated Approach (Assess–Plan–Do–Review), ensuring needs are identified early and provision is regularly reviewed
- Receive reasonable adjustments and personalised strategies where required to ensure equal access to learning.

This will be undertaken in line with the statutory duties of the SEND Code of Practice: 0-25 years.

## **9. Assessment, Recording and Reporting**

Targets for all pupils are appropriate, challenging and reviewed on a termly basis and achievement is valued.

Planning for all pupils incorporates both curriculum and individually led objectives.

Staff regularly observe, assess and record information about pupils’ achievements and next steps based on end of year expectations.

The progress of pupils with SEND and other vulnerable groups is monitored termly and reported to governors in line with statutory expectations. Pupil voice is included in reviews wherever appropriate.

Pupils' achievements and targets are regularly shared with parents and carers through parents evening appointments, a range of target setting meetings, end of year reports and annual review meetings.

## **10. Advice and Support**

Charville Academy will ensure that all parents and pupils have someone within the school community to discuss the progress of their child, ask questions and raise concerns. In the first instance this will be the class teacher, followed by the phase leader who will involve other staff such as the SENCO and Pastoral Team where appropriate.

## **11. Equal Opportunities**

This policy should be read in conjunction with the Single Equality Scheme.

## **12. Related Policies**

- Child Protection Policy
- Safeguarding Policy
- Medical Needs Policy
- SEN Policy
- Single Equality Scheme
- Learning and Teaching Policy
- Assessment Policy

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**Approved by:** Curriculum & Achievement

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