



Our vision for Inclusion within the Stalyhill Schools' Federation

At Stalyhill, every child is valued as a unique individual. We believe all pupils deserve the same opportunities to learn, achieve, and flourish, whatever their ability, background, or special educational need. Inclusion is at the heart of everything we do. We welcome every child and family into our community and celebrate the diversity they bring.

We have high expectations for all our pupils and are committed to helping each child reach their full potential, whilst understanding that this will not always be based on the same measurement for each child. Through an inspiring and supportive curriculum, we encourage every learner to take part, succeed, and develop confidence in all areas of school life. We also recognise that some children need a more bespoke, individualised curriculum and strive hard to ensure we can deliver this within a mainstream setting.

In our caring and nurturing environment, children make personal progress, gaining the knowledge, skills, and experiences that will prepare them for the next stage of their education and stay with them throughout life.

We aim to achieve this vision through:

- Designing and delivering a broad and balanced curriculum that gives all children the opportunity to succeed across a range of subjects
- Adapting systems and structures to meet the needs of all children whatever their disability, learning difficulty or personal circumstances
- Fully involving all children in the learning process, including allowing children to choose how they show and demonstrate what they have learnt.
- Setting and monitoring achievable targets that challenge the learning capabilities of all children, recognising that these targets may look different from one child to the next and may not relate directly to a standardised 'norm'.
- Enabling children to participate in the full life and work of the schools to the best of their abilities, whatever their needs.
- Providing regular and routine opportunities for children to be listened to
- Working closely with the local authority and external professionals to offer an alternative curriculum to children with complex needs, to ensure they remain in our setting, where appropriate.
- Recognising and valuing the diversity of cultures, languages, religions, opinions and beliefs in society as a rich resource to support everyone's learning
- Fostering and sustaining relationships between our school and the local community

We work towards this aim every day by:

1. Creating an inclusive culture, ensuring that:

- Everyone is made to feel welcome in our schools
- Children help each other
- Staff work hard to anticipate and identify the needs of children as early as possible
- Staff understand the needs and barriers of all children in their care and work together with parents and colleagues to ensure these barriers are removed or minimised
- Inclusive, 'growth' language, which doesn't marginalise or stigmatise children, is used by all staff. For example, replacing the phrase 'low ability' with 'low confidence'.
- Staff and children treat each other with respect
- Staff work in partnership with parents
- Staff and governors work together to include everybody

2. Upholding our inclusive PRIDE values, ensuring that:

- There are high expectations for all children based on Positivity, Respect, Independence, Determination and Empathy
- Staff, governors, children and parents share an understanding of what constitutes inclusion, recognising that it goes beyond SEND
- Behaviour standards are clearly defined across the federation and are consistently enforced by all staff
- The shared language of our PRIDE values provides clarity and consistency for children.
- All children are equally valued
- staff and children are seen as individuals with individual backgrounds
- supportive friendships are actively encouraged

3. Producing inclusive policies which ensure that:

- Staff appointments and promotions are fair and in line with Safer Recruitment procedures
- All new staff are inducted effectively and helped to settle into the schools
- Our federation SENCo, Designated teacher for LAC, Pupil Premium lead and Safeguarding leads are all members of the federation SLT and are given adequate time to fulfil their duties effectively.
- The federation seeks to admit and retain all children from its community
- The federation seeks to make its buildings physically accessible to all people
- All new children are provided with a named buddy and are helped to feel settled
- Parents are encouraged to participate in the life of the school, both educationally and socially. Barriers between staff and parents are removed or reduced via positive relationships, staff being accessible, staff attendance at social events etc.

4. Organising support for our diverse school community ensures that:

- All children have access to appropriate support. This may be through universal, targeted or specialist provision, depending on the individual and their needs.

- All forms of support is co-ordinated through our SENCo, Pupil Premium lead, Designated teacher and Safeguarding Leads
- Staff development activities help staff to respond positively to diversity amongst children
- The Special Educational Needs and Disability (SEND) policy is an inclusive policy which spans the federation.
- The SEN Code of Practice is used to reduce barriers to learning and participation for all children
- Our Positive Behaviour & Relationships policy is linked to our curriculum and our SEND policy.
- Barriers to attendance are reduced by working collaboratively with families
- The federation actively works to eliminate bullying
- Support for those learning English as an additional language (EAL) is co-ordinated with learning support

5. Evolving inclusive practices through Quality First Teaching which benefit all, ensuring that:

- Learning environments are calm and purposeful.
- Learning is responsive to diversity amongst children and responsive to our local context
- Learning is scaffolded to be accessible to all children
- Learning develops an understanding of difference
- Children are actively involved in their own learning
- Children are encouraged to learn collaboratively
- All children are provided with the tools and resources that enable them to access learning, if appropriate
- Assessment encourages and recognises the achievement of all children with personal progress being key.
- All staff plan, review and teach in partnership with their colleagues, pupils and parents
- All staff support the learning and participation of all children
- Parents are encouraged to work in partnership with the school to support the learning and participation of all children
- Home learning contributes to the learning of all and is accessible to all
- All children have access to all learning activities outside the classroom as well as access to extracurricular activities
- All children are given access to an assessment system that is able to demonstrate their progress and achievements

6. Mobilising resources

- School resources are distributed effectively to support inclusion. All children have access to technology, a diverse range of books from our library and other resources that support inclusion.
- Community resources and PTA fundraising are used to support inclusion and equal opportunities for all
- Diversity amongst children and families are used as a resource for teaching and learning.

We review and quality assure our Inclusion policies and practice via the following mechanisms:

What?	When?	By whom?
Progress and attendance tracking of all vulnerable pupils and groups	Half termly or more frequently if causing concern	SENCo PP Leads Designated teacher DSL Attendance leads
Review against IEP / EHCP targets	Termly	SENCo Class teachers
Classroom monitoring of Inclusive practices	Termly	SLT
Evaluation of children's progress on interventions	6 weekly	SENCO Class teachers Teaching Assistants
Review / Planning meetings with external agencies (ie: EPS)	Annually	SENCo
Reporting to Governors on SEND/Inclusion	Termly	Executive Headteacher
Regular stakeholder surveys (including SEND specific)	Annually	Executive Headteacher Heads of School