



Deanery C.E. Primary School
Academy Status

Inclusion Policy

June 2026

The Deanery School Christian Ethos
Our School Motto – ‘Ad Majorem Dei Gloriam’
Translated this simply means ‘To the Greater Glory of God’.

Vision

At the Deanery, our vision is rooted in the words of Luke 10:27 — to love God with all our heart, soul, strength and mind, and to love our neighbour as ourselves.

This shapes everything we do. We seek to respond faithfully to God’s love by nurturing a community where each person is valued, supported and encouraged to flourish. In every aspect of school life—both the everyday moments and the significant milestones—we aim to reflect God’s love through our actions, relationships and decisions.

Beliefs and Values

We believe that every child is precious to God and created to thrive. As a Christian school, we aim to model the love, compassion, respect and kindness taught by Jesus. Inspired by the call to “love your neighbour,” we seek to build a community marked by peace, hope, joy, grace and mutual care.

We believe that education, strengthened by faith and lived values, enables children to grow in confidence, character and understanding, fulfilling their God-given potential.

School Culture

At the Deanery, we strive to create a learning environment where all members of our community are supported to develop socially, spiritually, creatively and academically. Guided by Luke 10:27, we aim to show love for God and one another in the way we learn, work and live together.

We aim to:

- Foster a school community enriched spiritually, morally, ethically and socially through the Christian faith.
- Value every child as uniquely created and loved by God, regardless of faith, ability, gender or ethnicity.
- Nurture children to show respect, kindness and consideration—loving their neighbour as themselves.
- Provide experiences that develop confidence, resilience, independence and self-esteem.
- Support each child to fulfil their potential across the whole curriculum.
- Promote curiosity, knowledge and understanding in a secure, stimulating and enriched environment.
- Build strong partnerships with staff, governors, parents, the local community, parish churches and the Birmingham Diocese.
- Encourage each child to develop aspirations for their future and recognise their place in God’s world.
- Enable all members of our community to understand their responsibility and value within the wider community.

1. Introduction

- 1.1 In line with the Equality Act (2010), at Deanery we value the individuality of all of the children in our care. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, by recognising the importance of the nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. We actively work to ensure that all members of our school community are treated with dignity and respect, and that pupils are supported to understand, value and celebrate diversity within a safe and inclusive environment.

2. Aims and objectives

- 2.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children. We make this a reality through the consideration we give to the different groups of children who may be represented in our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children who are Gifted or Talented;
- children who are at risk of disaffection or exclusion;
- children who are disabled or have medical needs;
- travellers;
- asylum seekers

Groups we monitor closely are:

- SEND
- Disadvantaged / PP
- EAL
- Social Emotional Mental Health (SEMH)
- Attendance / Emotional Based School Avoidance
- Young carers
- More/most able
- Vulnerable groups (e.g. Looked After Pupils)

- 2.2 The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. These needs are met by our considering the following key questions:

Are we:

- setting suitable learning challenges and targets;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular and Personal Development opportunities outside the National Curriculum to meet the needs of individuals or groups of children – disabled children and children with SEND.

- 2.3 In line with the Equality Act (2010) and the Public Sector Equality Duty Guidance (updated 2023), we achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Does this policy / decision remove or minimise disadvantages suffered by pupils with particular protected characteristics?
- Do we need to adopt different approaches for different groups of pupils?
- Is there any way we can encourage these groups of pupils to become more involved with the school or open up opportunities for them that they wouldn't otherwise enjoy?

3 Teaching and learning style

- 3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We do this by ensuring high quality teaching through research-informed professional development, which is planned based on specific needs of individuals and current agenda. We track and analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make on-going assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.
- 3.2 To avoid a child experiencing substantial disadvantage or to pre-empt any possible disadvantage, reasonable adjustments may be made to promote access to the learning, referring to the guidance of the Reasonable adjustments for disabled pupil's documentation (2012).
- 3.3 Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the depth of work within the area / areas for which the child shows particular aptitude.
- 3.4 Staff are familiar with the relevant equal opportunities' legislation covering race, gender and disability, through both CPD and whole school training.

4 How we deliver inclusion day-to-day

a) Quality First Teaching

- Adaptive teaching
- Scaffold, not simplify
- Use of assessment
- Commitment to staff development

b) Graduated approach

- Assess – Plan – Do – Review

c) Provision pathways

- Ordinarily available provision
- Targeted support
- Specialist support

The Inclusion Manager reviews, alongside staff, governors and external agencies, effectiveness and outcomes regularly.



The graduated approach is a model of action in response to the continuum of needs for children and young people with SEND. The graduated approach is used by education settings and professionals from partner agencies in collaboration with children, young people, families, and describes a cycle of understanding needs, planning, doing, and reviewing progress. All children and young people learn differently, and an approach to support that works for one child may not help another. By this approach, a child or young person with SEND can be assessed and appropriate actions can be planned as part of an ongoing cycle.

4.1 Teachers ensure that all 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;
- are taught in groupings that allow them all to experience success;
- 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 disability or medical needs;
- have a positive image of pupils with SEND.

4 Children with disabilities

- 4.1 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the Equality Act (2010). All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.
- 4.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning and we will adapt as necessary.
- 4.3 Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. This is often done with the guidance of outside agencies such as PDSS (Physical Difficulty Support Service) or SSS (Sensory Support Service).
- 4.4 Teachers ensure that the work undertaken by disabled children:
- takes account of their pace of learning and the equipment they use;
 - takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
 - is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
 - allows opportunities for them to take part in educational visits and other activities linked to their studies;
 - includes approaches that allow hearing impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and also to use visual resources and images both in art and design and design and technology.
 - Uses assessment techniques that reflect their individual needs and disabilities.

5 Inclusion and discrimination

- 5.1 The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the governing body and the LA by the Head Teacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the schools Equality Policy.
6. Parents are partners and will be involved at all stages.
- Co-production with families
 - Pupil voice in SEND plans
 - Communication expectations

7. Universal offer

7.1 What Every Child Receives as Standard

All pupils at Deanery Primary benefit from:

- A broad, balanced and ambitious curriculum that is accessible to all
- High-quality adaptive teaching (Quality First Teaching) in every classroom
- Regular assessment and feedback to support progress
- A safe, respectful and inclusive learning environment
- Opportunities to participate in the full life of the school, including trips, clubs and enrichment activities
- Clear routines and consistent expectations to support learning and behaviour

Classroom Expectations

In every classroom at Deanery Primary:

- Teachers have high expectations for all pupils, regardless of starting point
- Lessons are adapted to meet a range of needs (through scaffolding, modelling, questioning and use of resources)
- Learning is structured to promote independence, confidence and resilience
- Pupils are actively engaged through a variety of teaching approaches
- Teachers use ongoing assessment to identify and respond to barriers to learning early
- Additional adults (where present) are used effectively to support learning rather than replace teacher input

All teachers retain responsibility and accountability for the progress of every pupil in their Inclusive Environment

We ensure that our school environment supports inclusion through:

- Classrooms that are well-organised, calm and purposeful
- Visual supports and resources that aid understanding and independence
- Displays that reflect and celebrate diversity, achievement and belonging
- Adaptations to the physical environment where needed to ensure access for all pupils
- Displays are neutral to minimise cognitive/ sensory overload
- A culture where differences are valued, respected and celebrated

class.

8 Summary

8.1 In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion. We do this by removing barriers to learning and participation for all pupils

9 This policy is monitored by the Governing Body, who ensure the school complies with public sector equality, SEND related legislation and the general and specific duties. It ensures that the policy and its related procedures and strategies are implemented.

The Policy will be reviewed yearly.

Policy reviewed and amended by Jennie Griffiths

June 2026

Agreed and accepted by the Governing Body

A handwritten signature in black ink, appearing to be 'M. D.', is positioned between the text 'Agreed and accepted by the Governing Body' and the date 'July 2026'.

July 2026