



# Greenfields School Inclusion Policy 2025-2026

<b>Implemented</b> <b>June 2025</b>	<b>By Whom</b> <b>R.Hill</b>	<b>Last Review</b> <b>March 2026</b>	<b>By Whom</b> <b>R. Redman and C.Singh</b>	<b>Next Review</b> <b>March 2027</b>
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<b>Document History (last 3 versions)</b>			
<b>Date of Issue</b>	<b>Version No.</b>	<b>Person(s) responsible for change</b>	<b>Nature of Change</b>
05/09/23	1	Jennifer Perry	Review and amendment
05/09/24	2	Rebecca Hill	Review and amendment
09/09/25	3	Rhys Redman	Review and amendment
03/10/25	4	Creslyn Singh	Review and update
12/03/26	5	Creslyn Singh	Reviewed

*This policy aligns with the ALN Code (Wales) 2021, the Equality Act 2010, the UNCRC, the Independent School Standards (Wales) Regulations 2024*

## **Mission Statement**

We aspire to prepare young people for the future by providing a sustainable outstanding educational experience where all learners realise, pursue and achieve their full potential, enabling them to thrive as adults.

## **We believe this policy relates to the following legislation:**

- [The Education \(Temporary Exceptions for Individual Learners and Children\) \(Wales\) Regulations 2022](#)

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our learners. We aim to provide places for all learners who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of learners within school such as children:

- from both sexes;
- who have Additional Learning Needs (ALN);
- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are more able learners;
- who are at risk of disaffection;
- who have behavioural, emotional and social needs;
- from families who are under stress

We aim to provide a happy, healthy and safe school by providing high quality pastoral care, support and guidance by listening to the concerns of children and parents.

We want all our learners to feel valued, secure and to be given opportunities to learn by providing a differentiated curriculum that caters for the needs of all learners.

We aim to ensure that all learners have access to all the school's resources and that they have the opportunity to experience success, are treated fairly and that their individual needs are met. We believe we have a duty to bring together and include all groups within the school and the local community and to invite them to use the school facilities for additional learning opportunities.

For the benefit of all learners we wish to work closely with the health service, social care, the learning and behaviour support team, and the education social workers and reviewing officers. We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality.

## **Aims**

- To give all girls and boys regardless of their age, Additional Learning Needs (ALN), ethnicity, attainment and background the right to learn together.
- To ensure all children are treated fairly and that their individual needs are met.
- To work with other schools to share good practice in order to improve this policy.

## **Responsibility for the Policy and Procedure**

## **Role of the Proprietor**

The Proprietor has:

- appointed a member of staff to be responsible for Inclusion;
- delegated powers and responsibilities to the Head teacher to ensure all school personnel, learners, parents and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring the following policies are in place, kept up to date and effectively implemented:
  - Disability Equality Scheme
  - Additional Learning Needs (ALN)
  - Equal Opportunities
- responsibility for monitoring the educational achievement of all the above groups;
- responsibility for ensuring that the statutory responsibilities of the ALNCo are met;
- the task of ensuring the composition of the school personnel and that of the Proprietor /Nominated Person reflects groups within the local community;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities Committee Member to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

## **Role of the Head teacher**

The Head teacher will:

- ensure all school personnel, learners and parents are aware of and comply with this policy;
- work hard to create a positive school ethos where all individual needs are addressed and strengths celebrated;
- ensure the inclusion of learners, school personnel, parents and the local community;
- work closely with the coordinator for Inclusion and the nominated governor;
- work closely with the ALNCO;
- work closely with the coordinator for assessment to ensure that:
  - an effective learner tracking system is in place
  - individual learner needs are identified early and that strategies are put in place to address them
- ensure good lines of communication and strong links with parents and outside agencies are in place;
- record all incidents of bullying, harassment and racism;
- work closely with the link committee member and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
  - ensuring learners are set challenging targets
  - analysing data to see if learners from all groups are achieving their full potential
  - examining the number of learners who have been excluded
  - analysing numbers of learners from different groups attending extra-curricular activities
  - analysing attendance data
  - analysing numbers of learners from different groups who are gifted and talented
- annually report to the Proprietor /Nominated Person on the success and development of this policy

## **Role of the Coordinator**

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Head teacher and the nominated governor;
- ensure provision mapping is in place across the school;
- ensure the inclusion of learners, school personnel, parents and the local community;
- work closely with the coordinator for assessment to track learner progress of all groups by ensuring learners:
  - are making the expected level of progress
  - are set challenging targets
  - are supported to achieve their targets
- assess the level of English of all new arrivals;
- provide the necessary support for all new arrivals;
- make every effort to ensure that all learners are able to take part in educational visits by checking the suitability of every venue;
- measure the effectiveness of our inclusion programme by the analysis of the following data concerning learners from different groups:
  - individual learner performance
  - the number of fixed term and permanent exclusions
  - attendance
  - extra-curricular activities
  - more able and gifted register
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Proprietor /Nominated Person on the success and development of this policy

### **Role of the Nominated Proprietor**

The Nominated committee member will:

- work closely with the Head teacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Proprietor /Nominated Person every term;
- annually report to the Proprietor /Nominated Person on the success and development of this policy

### **Role of the Senior Leadership Team**

The Senior Leadership Team will:

- consider Inclusion being a priority of the school's development plan;
- provide resources to support this policy;
- monitor the performance of learners by analysing data and by discussion with class teachers;
- monitor the progress and development of this policy;
- assess the impact of this policy

### **Role of School Personnel**

School personnel will:

- comply with and implement this policy;
- take into account the abilities of all learners with work being differentiated to fit the needs of everyone;
- use a variety of teaching styles to deliver a broad and balanced curriculum;

- create a positive classroom environment by having high expectations, encouraging learners, involving learners, and respecting their feelings;
- assist in the monitoring and tracking of learners;
- work closely with the inclusion coordinator, assessment coordinator and outside agencies;
- devise and monitor:
  - individual education plans
  - pastoral support programmes
  - specialised learner support plans
  - personal education plans
  - my safety plan (learners and staff)
- ensure Additional Learning Needs (ALN) learners have the correct support they require to address their specific needs;
- ensure disabled learners take a full part in all school activities both on and off the school site;
- ensure learners with behavioural needs have their own support programme;
- ensure learners with EAL receive appropriate support as an additional language are taught by a ALN teacher;
- ensure early intervention programmes support learners eligible for free school meals;
- ensure learners who are gifted and talented are identified and that their needs are met;
- ensure the needs of all new arrivals are identified and the appropriate support is allocated

### **Role of Learners**

Learners will be aware of and comply with this policy and help to make new arrivals welcome to the school.

### **Role of the School Council**

The School Council will be involved in:

- determining this policy with the Proprietor /Nominated Person;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all learners;
- reviewing the effectiveness of this policy with the Proprietor /Nominated Person

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Proprietor /Nominated Person

- information displays in the main school entrance

### Training

We ensure all school personnel have equal chances of training, career development and promotion. Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

### Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any learner and it helps to promote equality at this school.

### Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Head teacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Proprietor /Nominated Person for further discussion and endorsement. (See Policy Evaluation)

### Linked Policies

▪ Anti-bullying	▪ English as an Additional Language
▪ Equal Opportunities	Curriculum policy
▪ Additional Learning Needs (ALN)	▪ Teaching and Learning
▪ Behaviour policy	

<b>Headteacher:</b>	Creslyn Singh	<b>Date:</b>	22 <sup>nd</sup> October 2025
<b>Proprietor:</b>	Rob McConomy	<b>Date:</b>	22 <sup>nd</sup> October 2025