

Leigh Academy Molehill

Inclusion Policy

Primary Year Programme

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1. Introduction

As a multicampus network of academies following the IB PYP framework, we are committed to providing an inclusive learning environment where every student is supported to reach their fullest potential. While our academies share a common vision of inclusion, we recognise the unique needs of each academy and adapt our practices to reflect the specific context of each community. Our inclusion policy ensures that all students, regardless of their learning needs, have access to a challenging and equitable education. By fostering collaboration between campuses and consistently reflecting on our practices, we create an inclusive culture where all students feel valued, respected, and able to fully participate in the learning experience.

This Inclusion Policy outlines the approach taken by Leigh Academy Molehill to ensure that all students, regardless of their background or ability, have access to the highest quality education. It aligns with the principles of the International Baccalaureate (IB) and is committed to providing an inclusive learning environment that meets the diverse needs of all students.

2. Policy Statement

We believe that every student should have access to an education that enables them to reach their full potential. Our approach to inclusion is grounded in the following principles:

- **Equity and Access:** All students, regardless of their abilities, are given equal opportunities to participate in the PYP curriculum and IB assessments.
- **Collaboration:** We work closely with students, parents, teachers, and external professionals to ensure the needs of each student are met.
- **Flexibility:** We recognize that every learner is unique and requires personalized support. We adjust our teaching methods and resources to meet individual learning needs.
- **Continuous Improvement:** We regularly review and refine our practices to ensure they remain inclusive and effective.

3. Legal and IB Requirements

This policy is designed to ensure compliance with both England legal requirements and the IB's inclusion guidelines. Our procedures aim to:

- Identify and support students with additional needs, including those with physical, sensory, medical, or learning disabilities.
- Implement access arrangements that align with IB standards for formative and summative assessments.
- Ensure a school-wide approach to inclusion, involving all stakeholders in identifying and meeting the needs of students.

4. Identifying Learning Needs

To support the diverse learning needs of our students, we employ a variety of strategies:

- Regular assessment: We use both formative and summative assessments to identify students' strengths and areas for improvement.
- Teacher observations: Teachers regularly observe students and provide feedback to tailor teaching strategies.
- Collaboration with specialists: When necessary, external professionals (e.g., psychologists, speech therapists) are consulted to ensure the appropriate support is provided.
- Parental input: We work closely with parents to understand their child's needs and experiences at home.

5. Support Structures

This Inclusion Policy sets out our vision for the entire school community. The specific procedures, legal duties, and detailed provisions for students with identified Special Educational Needs and Disabilities are outlined in our comprehensive [**SEND Policy**](#), which operates in conjunction with this document and should be read alongside it.

While this Inclusion Policy outlines our school-wide philosophy for supporting all learners, the practical and detailed information about our provision for children with Special Educational Needs and Disabilities (SEND) is available in our annual [**SEND Information Report**](#). This legally required document explains the specific types of support available, how we identify needs, and provides key contacts at the academy. You can view the full report on each academy's website.

6. Access and Inclusion in Learning

In the classroom, we focus on:

- **Adaptive Teaching:** We focus on adapting the learning to support all students, ensuring each child receives what they need to succeed. Our approach includes both carefully planned adaptations and responsive micro-adaptations made during the lesson to address individual needs as they arise.
- **Collaborative Learning:** Students are encouraged to work together, share perspectives, and learn from each other's strengths.
- **Assistive Technology:** We provide technology such as the Read and Write toolbar and other tools to assist students in overcoming barriers to learning.
- **Resource Allocation:** Resources are allocated based on individual student needs, ensuring equitable access to education.

7. Access Arrangements

We recognise that some students may require adjustments to assessments and learning conditions. These arrangements may include:

- **Additional Time:** For students who require more time to process information or complete tasks.
- **Support Staff:** Including readers, scribes, or other assistants during assessments.
- **Modified Assessments:** For students with physical or sensory disabilities.

- **Rest Breaks:** For students who need to take breaks during assessments to manage their physical or emotional needs.

8. Roles and Responsibilities

- **Principal:** Responsible for the overall provision and progress of pupils with SEND and for authorising applications for access arrangements to the relevant national bodies (e.g., the Department for Education).
- **Teachers:** Responsible for adapting their teaching to meet the needs of all learners and ensuring inclusive practices in their classrooms.
- **Learning Support Team:** Provides targeted interventions and works closely with students and teachers to remove barriers to learning.
- **SENDCO (Special Educational Needs Coordinator):** Coordinates the provision for pupils with additional needs and provides guidance and support to colleagues. The SENDCO works collaboratively with staff, parents, and external agencies to ensure pupils receive effective support and that statutory regulations are met.
- **Parents:** Actively participate in supporting their child's learning and collaborating with the school to provide the best possible environment for success

9. Review and Evaluation

This policy is reviewed annually to ensure its effectiveness and alignment with both local and IB standards. The review process includes:

- Gathering feedback from teachers, students, and parents.
- Evaluating the effectiveness of access arrangements and support systems.
- Making necessary adjustments to ensure continuous improvement in meeting the needs of all students.

10. Conclusion

Leigh Academy Molehill is committed to fostering an inclusive educational environment where every student is supported to achieve their full potential. By working collaboratively with all stakeholders, we aim to provide a learning experience that celebrates diversity and supports the holistic development of all students.