

Inclusion Policy and Statement 2025 - 2026



Adopted by Governors

Chair of Governors Signature: Jane Wright	Date: 10.11.25
Chair of Governors Signature: Jane Wright	Date: 13.11.2024
Chair of Governors Signature: Jane Wright	Date: 22.11.2023
Chair of Governors Signature: Jane Wright	Date: 16.11.2022

Longmoor Primary School values the abilities and achievements of all its pupils, and is committed to providing each pupil with the best possible environment for learning.

We believe that everybody has an entitlement to personal, social and intellectual development and must be given an opportunity to achieve his/her potential in learning.

Inclusive education values diversity and meets a wide range of needs improves the achievements of all children.

Everybody is unique in terms of characteristics, interests, abilities, motivation and learning needs and these wide diversities are taken into account.

We understand that Inclusion is a *process* and a lifelong issue, (linked to enhanced participation in society) and we will endeavour to ensure that all children in our school have the best possible opportunity to fulfil their potential. We will (where possible) endeavour to remove barriers to learning to ensure pupils can fully access education that is appropriate.

We are part of the PINS Project 2025-26 (Partnership for Inclusion and Neurodiversity in Schools). This project will support our school to develop a neurodiverse affirming setting which embraces and supports neurodiversity.

Longmoor Primary School is also taking part in the OPAL (Outdoor Play and Learning). This will allow playtimes for everybody to be out together, enjoying a variety of different types of play.

We acknowledge the key principles of Inclusion:

Valuing diversity: All children are equally valued. They present a rich and diverse range of strengths and needs which is recognised and regarded positively.

Entitlement: All children are entitled to receive a broad, balanced and relevant curriculum with appropriate support, advice and resources.

Participation: All children and their parents are treated with respect and are actively encouraged to make their views known so that they can be taken into account.

Individual needs: A range of flexible responses is used to meet the needs of individual children and to accommodate their diversity (including advice from other agencies as appropriated) including inter-agency planning.

Collective responsibility: It is the responsibility of all staff.

Professional development: Inclusion requires the application of existing skills and the development of new ones. All staff have access to a range of appropriate courses, advice and resources.

Equal opportunities: All pupils' needs are recognised in planning educational development.

At Longmoor Primary School we recognise the links between inclusive education and catering for diversity.

We promote a whole school ethos that values all children and their families, through:

- Fostering a climate that supports flexible and creative responses to individual needs.
- Recognising inclusion as part of the school's equal opportunities policy with clear arrangements for implementation, funding and monitoring.
- Ensuring that all school developments and policies take account of inclusive principles.
- Ensuring that the admission of pupils with special educational needs is handled positively and sensitively. All parents and children should be made to feel welcome.
- Striving to ensure that appropriate assessment and support arrangements are in place (including appropriately trained staff), both within the school and from external agencies, so that children's needs are properly addressed.
- Working collaboratively with local authority officers and other local agencies to identify any existing barriers to inclusion and consider how these may best be overcome.
- Recognising that inclusion is the responsibility of all school staff who are consulted and involved in developments.
- Enabling all staff to have access to suitable professional development opportunities to support the development of inclusive practice.

Inclusion Statement

Vision

Inclusive educational communities are those which take account of the needs of individuals and where individuals are valued, feel secure and have a sense of belonging. These learning communities work actively to promote this process and reduce exclusive practices. They also reduce the barriers to learning and participation to ensure that all learners experience learning environments in which they can strive for and attain their highest levels of achievement.

Key Purpose

To provide effective education for all pupils.

Principles

We believe that:

The foundation for the highest achievements for all pupils is within a secure, accepting, collaborating and stimulating community where everyone is valued.

Inclusive policies are those that increase the learning and participation of all pupils. All forms of support are brought together within a single framework and are viewed from the perspective of the pupil and their development as well as the school structures.

Working together co-operatively and openly with all those involved in developing and providing educational experiences will promote effective inclusive education.

People perform best when they feel valued, respected and know what is expected from them. The views of all learners are important in planning and delivering educational services.

Working in partnership with all parents and carers, hearing and valuing their view is essential.

Inclusive Practice

Longmoor Primary are fortunate to work closely with Derbyshire's Inclusion Support Advisory Service:

Our ISAT (Inclusion Support Advisory Teacher) visits school on a regular basis and works together with senior leaders to create an action plan for supporting the needs of our school. Our ISAT works

closely with school staff on both whole school targets and areas of need, as well as undertaking targeted work with us to help support the inclusion of individual children who may need additional specialist support.

This service will actively promote the nurture, participation and achievement of all children and young people by proactively responding to their unique characteristics, strengths, needs, choices, and aspirations by:

- Championing all children and young people so they achieve, thrive, and fulfil their potential regardless of background, identity, ability, or circumstance.
- Actively removing barriers to children and young people's participation, to ensure a high quality, meaningful learning experience and a sense of belonging that will prepare them well for their next stage in life or adulthood.
- Working together to promote high levels of equity, equality of access, opportunity and excellence whilst recognising and celebrating diversity
- Working in co-production with children, young people, and their parents / carers, so they can participate in decision making.
- Responding to individual need and valuing the contribution of all.

Longmoor Primary School strives to:

Provide for the needs of all pupils through the use of amenities and services which promote inclusion.

Provide access to the appropriate curriculum opportunities and quality of educational provision which promote opportunities for developing relationships.

Provide parents, carers, pupils an active voice and participation in planning and decision making.

Have high expectations of all learners.

Value individual attainment and standards as contributing to the whole community.

Train, work and learn together.

With regard to pupils with SEND if there are any concerns relating to Child Protection or safeguarding issues, refer to Longmoor Primary Schools Child Protection Policy which is in line with the Derbyshire Safeguarding Child Board Procedures, always following procedures.

Mrs Nicola Howell
November 2025