

Leigh Academy Hartley

Inclusion Policy

Document title:	Inclusion Policy
Version number:	1.2
Policy Status	Approved
Date of Issue	September 2025
Date to be revised	September 2026

Revision Log (last 5 changes)

Date	Version No	Brief detail of change
May 2025	1.2	School name and staffing updated- S Smith

This policy is to be followed by and applied to all stakeholders in Leigh Academy Hartley. It is available on the academy's website for all to access and can be provided in print if requested. All academy-based staff are made aware of the policy at induction and through refresher training.

At all times, Leigh Academy Hartley works with children, parents, carers, teachers, non-teaching staff, and relevant outside agencies to ensure the best inclusive practices are embedded.

Our Mission for All Learners at LAH:

Our aim is to send all our pupils onwards so they become lifelong learners, who are successful, confident and responsible global citizens with a desire to improve the world in which they live. Our purpose is to equip our children to be internationally-minded and to possess the essential skills they need to be successful and engaged in all their learning throughout their educational careers and within their future career choices. This is our aspiration for ALL children, regardless of background, and therefore we implement an inclusive approach across all our areas of academy life to increase access and engagement and remove or reduce barriers that children may face in teaching, learning and assessment.

The IB and Inclusion:

The IB states, "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities."¹

We align our inclusive practices with this ethos, ensuring that learning is accessible, equitable, and engaging for all.

School Organisation:

To ensure equal access to the curriculum for all children Leigh Academy Hartley follows these local, national and legal obligations.

- [Children and Families Act 2014](#)
- [SEND Code of Practice: 0 to 25 Years](#)
- [The Equality Act 2010](#)
- [UN Convention on the Rights of the Child](#)
- [Teachers' Standards \(2021\)](#)
- [Kent County Council Mainstream Core Standards](#)
- [Kent Local Offer](#)

Within our academy, we additionally follow:

- [Leigh Academies Trust SEND Policy](#)
- [LAH SEND Information Report](#), available on our website

All policies seek to promote equality of access to the curriculum for all learners by ensuring we affirm identity and build self-esteem, value prior knowledge and scaffold and extend learning.

Leigh Academy Hartley's [Accessibility Plan](#) is also available via the school website.

¹ International Baccalaureate Organization. (First published 2015. Updated November 2019.) The IB guide to inclusive education: a resource for whole school development. Page 1.

Inclusion at Leigh Academy Hartley:

At Leigh Academy Hartley, we are committed to ensuring that all children become successful learners who are well-prepared for the next stage of their education and their future careers. We aim to inspire every pupil to be excited by their learning and proud of their achievements, regardless of background or individual circumstances.

Our inquiry-led approach enables pupils to engage with a curriculum that is both meaningful and motivating. Children actively participate in asking questions, generating ideas, and helping to shape the direction of their learning. This fosters a strong sense of voice, choice and ownership—encouraging pupils to take meaningful action in their lives and communities.

Teachers and support teams work collaboratively to plan and scaffold learning experiences that remove or reduce barriers to access, ensuring that every child can engage fully with the curriculum. Additional support is integrated throughout the school day to address individual needs, close learning gaps, and build upon each child's strengths.

For example, sensory circuits are used to help specific pupils regulate and prepare themselves for learning at the start of the day, or to help them decompress before the end of the day. Teachers also employ pre-teaching strategies, providing targeted pupils with the background knowledge they need to confidently access upcoming learning within their inquiries.

We believe that all children can and will make progress, and we are committed to adapting our educational provision to meet the needs of each individual learner.

For further details about our inclusive approach, the range of learning needs supported at Leigh Academy Hartley, and how these are addressed, please refer to our [LAH SEND Information Report](#). This document is reviewed and updated at least annually to reflect the evolving needs of our student population.

Links to Other Relevant Policies:

- [Teaching and Learning Policy](#)
- [Assessment Policy](#)
- [Languages Policy](#)

Staff Development:

To ensure our staff have both the knowledge and expertise to deliver a fully inclusive curriculum, we provide a needs-based, bespoke continuing professional development programme throughout the academic year. Our CPD schedule is planned to meet the needs of our school community. Where needed, outside agencies are planned in to give specialist training in areas.

In addition, staff have access to the following CPD resources to independently complete their own study in specific areas.

- LAT Thrive
- Chartered College of Teaching

Resources:

When planning to meet the individual needs of children so that they can be fully included in learning, we make use of:

- [Kent County Council Mainstream Core Standards](#)
- [Bexley's QFT & SEN Toolkit](#)
- The IB's ["Meeting Student Learning Diversity"](#)

These documents are a staff member's first point of call for guidance to meet a child's needs. Once they have reviewed and worked through the suggested strategies, they are then able to meet with the academy's inclusion team for further ideas and support. It is in meeting with this team that the decision will be made as to whether access to any outside agencies is needed or to complete any in-school screening. Outside agencies could include but are not limited to educational psychologists, specialist teachers or speech and language therapists. In school we have access to the following screening tools in order to assess children:

- GL Dyslexia & Dyscalculia Screener
- SpeechLink & LanguageLink
- Visual Stress Assessment

Inclusion Team:

Our inclusion team consists of:

Mrs Sophie Smith - Vice Principal

- SENDCo
- Designated teacher for children with medical conditions
- Deputy Designated Safeguarding Lead
- Line management of inclusion team

Mrs Victoria Hayes - Vice Principal

- Designated Safeguarding Lead
- Provision for pupils in receipt of pupil premium funding
- Provision for pupils who speak English as an additional language

Mr Stuart Mitchell- Principal

- Designated teacher for looked after children
- Deputy Designated Safeguarding Lead

Mrs Emma Johnson- Assistant Principal

- Deputy Designated Safeguarding Lead
- Wellbeing & Mental Health Lead

Mrs Lisa Barton - Attendance & Family Liaison Officer

- Deputy Designated Safeguarding Lead
- Play therapist

At Leigh Academy Hartley, we highly value the role additional staff play in accelerating progress and ensuring our approaches are fully inclusive. Our teaching assistant team is overseen by our Inclusion

Lead to both ensure the needs of children are fully met and provide additional training where needed to deliver specific support. During lesson times, teaching assistants are fully involved in the teaching and provide in the moment feedback for maximum impact on progress. Around the school day, they lead bespoke interventions to close gaps, prepare pupils for learning and pre-teach required knowledge. In addition to this, we budget specifically to purchase resources which will make the environment, curriculum and structure of the day fully inclusive. This budget is overseen by the Inclusion Lead and authorised by the Principal.

Some examples of the resources previously purchased are:

- Widgit Software
- Ear defenders
- Tents for calm spaces
- Sensory toys including weighted toys and blankets
- Coloured overlays
- Lexia

Communication:

We maintain active communication with families via:

- Playground drop-off/pickup
- My Child At School (MCAS)
- School email and office
- Social media, ParentPay, school website, termly newsletters

If we need to communicate sensitive information, such as test results, with parents or carers we will choose the approach based on the situation and which members of staff this should involve. This could be via:

- A 1:1 meeting
- A team meeting
- A phone call
- An email
- A letter
- A written report

At key transition points, such as changing schools, we work with parents, carers, partner schools and outside agencies to ensure any relevant information is communicated following relevant GDPR protocols.

Rights and Responsibilities:

☐ Rights:

- **Pupils** have the right to a safe, respectful, and inclusive learning environment.
- **Teachers** have the right to work in a safe, respectful, and inclusive school environment.
- **Parents** have the right to advocate for their child's well-being and academic success.

☐ Responsibilities:

- **Pupils** will contribute to a safe, respectful, and inclusive learning environment for themselves and others by including others, being open-minded and respectful of others, and taking responsibility for their own actions.
- **Pupils** will also provide feedback, as age appropriate, on learning and goals for themselves and peers.
- **Teachers** will participate in all mandatory training when available.

- **Teachers** will maintain accurate records of pupils' progress and discuss the strategies and interventions needed to address individual pupils' needs with their parents.
- **Teachers** will provide adapted instructions and content to support and scaffold pupils' learning.
- **Teachers** will maintain discretion and confidentiality when providing special education needs services.
- **Parents** play an active role in a child's education, enabling pupils' with special needs to achieve their potential and receive optimal support.
- **Parents** will communicate all information and documentation regarding their child's special needs to the school at the time of admission.
- **Parents** will be available to meet with their child's teachers to ensure that they are aware of their progress within school and whether any additional support is needed.

The IB and inclusion:

The IB states, "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities." Our vision is to ensure that our IB programme is accessible to ALL learners of ALL abilities through a range of practices. These include, but are not limited to:

- lessons being planned to include UDL;
- the use of interventions such as sensory circuits to ensure our learners are ready for the day;
- using technology such as ReadWrite to assist pupils in the classroom.

Confidentiality:

All staff are trained in the academy's policies and procedures regarding confidential information. This is stored within the Leigh Academy Trust's code of conduct and refresher training takes place each academic year. Within the school environment, digital confidential information is stored securely following the Leigh Academy Trust's privacy policy. Any paper-based confidential information is stored in a locked area following the Leigh Academy Trust's privacy policy. Access to any confidential information is only given on a need-to-know basis and both admin rights and password systems are used to achieve this. The Leigh Academy Trust's data protection policy is available via our school website.