Fairfields Primary School

Inclusion Policy

September 2026 – September 2027

At Fairfields Primary School, the spiritual, social, moral and cultural development of all our children and being safe is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfillment, there must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy for all others, and place a high value upon individual achievement and personal development.

Inclusion Ethos and 'goal'

'Everyone at Fairfields Primary School should be free to be themselves, be seen, feel safe and feel like they belong'

Our 'Core Values' are embedded throughout the school and are central to our whole school ethos. We are highly committed to promoting equality and inclusion within the school and local community. We actively promote and value the individuality of all of our children. We are committed to giving every one of our children maximum opportunities to achieve the highest standards. We do this by taking account of pupils' varied life experiences and needs. We believe that all children have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them and to be fully included in all aspects of school life and we have very high expectations for all children. The achievements, attitudes and well-being of all our children are central to all we say and do. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We aim to engender a strong sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. Fairfields Primary School is passionate about and totally committed to supporting all vulnerable groups within the school through our Pupil Support Team, where pupils are considered as partners within the learning process. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We value and provide for our learners in the best way as to meet their needs and respond appropriately according to their varied life experiences and needs.

Aims and Objectives

Our school is committed to being a fully inclusive school. We therefore 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 is a right and reality for our children. We make this a reality through the attention we pay to the provision and achievement of different groups of learners within our school which include:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language (EAL)
- Children with special educational needs (including those with disability and/or medical needs)
- Most able children
- Travelers and asylum seekers and refugees
- Children who are looked after by the Local Authority

• Children who are eligible for the Pupil Premium or Pupil Premium Plus

• Children who are at risk of disaffection or exclusion

• Children who require a higher level of emotional support

• Children who have a unique learning style and approach

We aim to provide a curriculum that meets the needs of all pupils, individuals and groups by:

• Setting suitable learning challenges

• Responding to pupils' diverse learning needs

• Overcoming potential barriers to learning and assessment providing other curricular opportunities outside the National Curriculum

• A stimulating, enriching and nurturing curriculum designed to meet the needs of individuals and / or groups of children. (This includes the wider curriculum like speech and language therapy, Educational Psychology Interventions, Emotional, Social and Wellbeing programs)

We aim to provide a happy, healthy and safe school by:

• Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils

• Nurturing of the whole child where their happiness is central to all we do

• Providing high quality pastoral care, support and guidance

• Safeguarding the health, safety and welfare of pupils

• Listening and responding to the concerns of children and parents

• Taking care to balance the needs of all members of the school community

• We secure inclusive education by continuingly reviewing and evaluating the effectiveness of our provision and achievement of all our pupils

These principles are interlinked and are at the heart of our provision and therefore we will:

• Provide a warm, safe and welcoming environment for all who come to our school

• Ensure all staff are well trained and understand the needs of all pupils beyond the classroom

• Provide and continually reflect upon quality first teaching and personalised learning strategies

• Ensure that pupils support is proactive rather than reactive

• Involve pupils and their families in decision-making

• Provide support for pupils outside of the school and their families

• Seek advice and support from a range of outside agencies and make links where possible

• Ensure that all policies across the school take account of such pupils

• Review and monitor policies and interventions regularly to ensure they are successful and make changes where needed

• We strive to ensure that all pupils are considered as individuals, are given responsibility and respect for themselves and each other and that they all have the equal opportunity to achieve their full potential

• Our aim is for our pupils and our staff to feel valued, content and secure with their learning environment

• We actively promote creating a secure, accepting and stimulating school environment where everyone has the right to learn an everyone will achieve their best

Teaching and Learning Style

• We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving to the best of their ability. Ongoing assessments of each child's progress inform our provision and intervention strategies. We then measure their impact and effectiveness

• When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth and depth of work within the area or areas for which the child shows aptitude

• Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability

• Teachers ensure children:

  o Feel secure and know that their contributions are valued

  o Appreciate and value the differences they see in others

  o Are actively involved in their own learning

  o Take responsibility for their own actions

  o Participate safely, in clothing that is appropriate to their religious beliefs

  o Are taught in groupings that allow them all to experience success

o Use materials that reflect a range of social and cultural backgrounds, without stereotyping

o Have a common curriculum experience that permits for a range of different learning styles

o All children, regardless of their needs, are fully involved in the setting of their targets, which are challenging and focus on success

Disability Statement

• We will endeavour to ensure all children make the best possible progress. No child or adult will be treated 'less favourably' for a reason related to their disability and 'reasonable adjustments' will be made to ensure that the disabled are not at a disadvantage (Equality Act 2010)

• Some children in our school may have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. There is a lift to allow full access to the first floor facilities

• Our Accessibility Policy and Plan is shared on the school's website

Disapplication and Modification

• The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

• In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the professionals involved in the child's life. The School's Governor with responsibility for Inclusion in school would also be closely involved in this process. We would ensure that every effort has been made to provide the necessary support from within the school's resources before considering such action.

• Should we go ahead with modification or disapplication, we would do so through sections 90, 92 and 93 of the Education Act 2000. This allows the temporary modification of disapplication of the National Curriculum, or elements of it.

Racism and Inclusion

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 Headteacher. On the rare occasions of racial incidents, the school contacts parents of those pupils involved.

Support services and External Agencies

The school promotes the value of specialist advice and support from a variety of professional and voluntary services. We have strong links with a range of external agencies from Milton Keynes Council as well as private external specialists.

Early Help and Multi-Agency Support

We strictly adhere to any Safeguarding Policies and procedures and any children who are deemed to require and / or benefit from a multi-agency approach, will be placed upon a Early Help through Milton Keynes Council processes and subsequent Team Around the Child (TAC) or Team Around the Family (TAF). Meetings will be held to ensure we all work together to meet the child's needs to the best of our ability with a united approach. These needs can vary from Safeguarding, to educational, to social and emotional, to medical needs and is considered to be appropriate for any child and / or parents and / or professionals who need further support and guidance to ensure we meet their needs fully.

Alternative Provision

We, as a school, acknowledge and recognise that the full responsibility for monitoring the quality progress and provision remains with us for children educated in alternative provision. We adhere to the Alternative Placement Policy by the DfE.

A statement of alternative provision is available on the school website.

Positive Handling

At Fairfields Primary School, we strongly believe preventative methods and de-escalation techniques are to be used to help children who are experiencing higher levels of difficulties and that physical intervention is only used for the safety of the child concerned or for the safety of others. If positive handling does need to be used, then all incidents will be recorded in the positive handling book and a senior member of staff to be informed. The parent/carer will also be informed that physical intervention has been required. It is Fairfields Primary School's policy to use restrictive physical intervention only in line with Milton Keynes Children's Board's "Restrictive Physical Intervention" Policy.

Refer to recently published DFE guidance - Restrictive interventions, including the use of reasonable force -
https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Physical Intervention / Use of Reasonable Force

Our approach to physical intervention and positive handling is set out within our Behaviour Policy and Safeguarding and Child Protection Policy. Fairfields Primary School is committed to using preventative strategies, de-escalation techniques and reasonable adjustments to minimise the need for physical intervention.

Reasonable force will only be used when it is necessary, proportionate and lawful to:

- Prevent a pupil from causing injury to themselves or others.
- Prevent serious damage to property.
- Prevent behaviour which is seriously disrupting good order and discipline within the school.
- Safeguard the welfare of pupils and staff.

Any physical intervention must be the minimum force necessary and used for the shortest possible time to achieve the legitimate aim. Force must never be used as a punishment.

All incidents involving the use of reasonable force or restrictive physical intervention will be recorded promptly and accurately in accordance with school procedures. Records will include the antecedents, actions taken, outcomes and any follow-up support required. Parents or carers will be informed as soon as reasonably practicable, unless there is a safeguarding reason not to do so.

Where appropriate, records will be reviewed by a senior leader and considered within the wider context of safeguarding, behaviour, SEND and pupil wellbeing.

Staff who may be required to use physical intervention will receive appropriate training, guidance and support. This includes understanding de-escalation strategies, behaviour support approaches, safeguarding responsibilities and the legal framework governing the use of reasonable force.

When supporting pupils with SEND, medical needs, trauma-related needs or social, emotional and mental health difficulties, staff will consider individual risk assessments, Positive Handling Plans, Behaviour Support Plans or other agreed strategies. Reasonable adjustments will be made in accordance with the Equality Act 2010 and the SEND Code of Practice.

Any use of force that results in injury, causes significant distress, appears disproportionate, or raises concerns about a pupil's welfare will be referred immediately to the Headteacher and Designated Safeguarding Lead and may be considered under safeguarding, child protection, disciplinary or complaints procedures, as appropriate.

The school will monitor the use of reasonable force to ensure practice remains safe, proportionate, necessary and consistent with current statutory guidance and safeguarding expectations.

Governing Body

The school's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. In line with this code, we have a designated named Governor responsible for Inclusion.

Partnership with Parents

Positive parental involvement is crucial and central in maximizing achievement and development of all our children, but it is particularly important for vulnerable group children. In accordance with the Code of Practice, we believe it is essential to involve parents from the earliest initial stages. Parents are given the opportunity to express their views, be active in the decision-making process and actively participate in their child's education, at review meetings, parent consultations and induction meetings. We strongly believe in building upon children's strengths and celebrating them yet value the necessity for honest and open relationships with our parents displaying a true and realistic picture of their child. We operate an 'open door policy' whereby all parents are actively encouraged to share their concerns no matter how small they may feel they are.

Complaints

If any parent feels that the school is not meeting the needs of their child, they should first contact the class teacher, then the Head of Pupil Support. If the matter is not resolved, then an appointment should be made to consult the Headteacher. Parents may also seek support from the Parent Partnership Services.

Staff Development

At Fairfields Primary School, we promote and encourage career professional development and offer this in a variety of different means to ensure we remain fresh, up to date and forever improving and evolving. The key aim always being to enhance our practice to impact positively on our children, with our passion, to ensure we are a fully inclusive school, always being at the centre for all we do.

Policy Review

The Policy will be reviewed on a yearly cycle unless any Government or School initiatives require a shorter review process.

All external links and details within this document are accurate at time of review – September 2026

Approval: Inclusion Policy 26-27 This policy was ratified by the Governors Date: September 2026 Signed: Penelope Beesley-Evans	Next Review on or before: September 2027 *This policy will be reviewed annually and approved by the Trustees at on an annual basis.*