



# **DURANTS SCHOOL – POLICY DOCUMENT**

## **Inclusion**

**January 2026**

*Reviewed & updated: January 2026(Rachel Carli)*

*Next review date: January 2029*

Inclusion is a prominent principle of government policy at both a national and local level. At Durants School we aim to implement this principle by, focusing on individual well-being, encouraging pupil participation, celebrating achievement and viewing diversity as a rich resource to support the learning of all. Therefore this inclusion policy has been written in accordance with our Mission Statement, our Code of Ethics and with reference to Education’s Statement on Special Educational Needs in the London Borough of Enfield. Inclusion in the school context requires striving for optimal growth of all pupils in the most enabling environment by recognising individual strengths and needs.’ We would also emphasise respecting our pupils and their right to participation in planning for their education.

There are some pupils for whom integration into a mainstream setting with a view to being fully included in that provision is considered appropriate, there are others for whom the opportunity for social integration into the community is offered on a more limited basis, and for some pupils inclusion involves an entitlement to experience meaningful activities with others in specialised provision. (See Guidelines for the Integration and Transfer of Pupils, in the Transition Policy).

Our policy on inclusion aims to ensure appropriate learning and positive experiences for all pupils. This process involves structuring the environment, culture, curriculum and classroom organisation so that we are able to respond to the diversity of pupils and take into account the views and experiences of child and young adult. This distinguishes it from integration, which focuses on the placement of an individual or group having to adapt to what the school is able to offer. Inclusion across Durants Schools is seen in the widest possible educational context.

### **The Principles**

The following principles underpin this policy:

- We include and educate all pupils in a community in which they are encouraged to show respect for human rights. They are valued and listened to and all are expected to contribute to the well being of others.
- We respect and value all pupils equally and we view the diversity of cultures and needs within the school as a resource.
- We regularly review the environment, buildings, rooms and resources and adapt to ensure inclusion for all pupils. We allocate resources in a way that makes the commitment to inclusion explicit and transparent.
- We aim to overcome physical and developmental barriers and offer all pupils access to an appropriate curriculum and social activities.

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- We develop specialist and multi-agency support, which enables pupils to engage with the curriculum, in the life of the learning community and the life of the wider local community. We celebrate local cultures. We promote parents'/carers' and pupils' involvement whenever possible in decisions that affect learning and future placement. Staff and parents act as advocates for those pupils who are not yet able to formulate their own views.

These principles are reflected throughout the school day in the way we value all pupils and endeavour to overcome barriers to learning.

### **Promoting an Inclusive Environment**

In order to promote and achieve an inclusive environment for pupils overcoming barriers to learning and participation for all, we:

- Ensure the early identification of need through on-going assessment. This is followed by careful planning and evaluation of individual learning programmes and behaviour support plans.
- Actively and creatively seek pupils' views and provide advocacy for those pupils not yet ready to formulate their views. Wherever possible pupils participate in the development of learning programmes, are included in developing their individual education programme, particularly by contributing a personal target. Pupils' views and opinions are also expressed at a Schools Council meeting.
- Ensure that high expectations of pupils are established and specific, achievable targets are evident.
- Plan for teaching and learning so that pupils are increasingly able to make choices, express opinions and pursue interests.
- Provide and reinforce the importance of continuing professional development, which fosters best practice for all members of staff.
- Endeavour to work in partnership with parents/carers and the pupils to provide opportunities, choice and a response to diversity.
- Encourage flexibility in rules, routines and curriculum. Every care is taken to ensure that all pupils experience the full range of curriculum activities.
- Implement group and individual educational planning for all learners, various forms of communication are evident including alternative and augmentative means. Learning programmes fulfil learners' curriculum entitlements and are differentiated according their needs.

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- Offer a range of appropriate and meaningful educational placements; for some pupils this means working, studying or experiencing community life.
- Encourage proactive approaches to facilitate social integration, develop life skills, independence and autonomy and transitions. Links are made with local community events and we encourage visitors from the local community to attend functions in school.
- Endeavour to provide age-appropriate resources.
- Plan for displays, events and educational programmes to reflect our diverse community.
- Ensure that the school celebrates and reflects the diverse cultures and communities from which its pupils are drawn.

### **Equal opportunities**

Inclusion is discussed at every Annual Review Conference and the teacher records on the conference forms the ways in which it will be promoted. There is a continuum of need across Durants and this should be reflected in the wide range and focus of the inclusion programmes. For some pupils it will be appropriate to target the pupil's inclusion in their own peer group. Inclusion may relate to experiencing group activities when saying good morning, passing and receiving curriculum artifacts or attending assemblies either in class or whole school. Creative planning is essential to ensure that all pupils are included in as wide a range of activities as possible and where this is not appropriate that activities are brought to the pupil. For other pupils inclusion into different schools in Durants for specific areas of the curriculum or social interaction will be appropriate or the programme may involve activities that encourage inclusion into the community.

All targets are written in jargon free language and presented in a 'child friendly' format.

We ensure that all displays, equipment and materials reflect our inclusive community.

### **Evaluation and Monitoring**

The effectiveness and usefulness of inclusion arrangements will be monitored and evaluated by members of the Curriculum Monitoring and Development Group and those responsible for monitoring teaching and learning practice. Evidence will be available in annual review reports, visible around school through display and display presentation and through the educational programmes in the class.

Plan for and design quality environments to enable access to all facilities and resources. This means reviewing existing provision, making adaptations where necessary and designing new facilities to meet the very special needs of our pupils.

Expect quality service from all professionals working with the learner across a wide range of subjects and settings. We endeavour to develop and maintain a supportive, cooperative network for the pupil through a multi-professional approach. Members of staff work with external agencies to promote education, well-being and independence of the pupil.