

# ***Leigh Stationers' Primary Academy***



## **Inclusion Policy 2025 – 2026**

<b>Document title:</b>	<b>Inclusion</b>
<b>Version number:</b>	<b>1</b>
<b>Policy Status</b>	
<b>Date of Issue</b>	<b>September 2025</b>

Date to be revised	September 2026
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#### Revision Log (last 5 changes)

Date	Version No	Brief detail of change

Here is the link to our [SEND Information Report](#)

## Leigh Stationers' Primary Academy PYP Inclusion Policy

### 1. Introduction

This Inclusion Policy outlines the approach taken by Leigh Stationers' Primary Academy 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 recognise that every learner is unique and requires personalised 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**

Leigh Stationers' Primary Academy complies with the legal requirements set out by national and local authorities, including the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice.

This policy is designed to ensure compliance with both local/national 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**

- **Learning Support Team:** Our team consists of specialized educators who work with teachers to provide personalised learning support.
- **Assistive Technology:** We provide technology such as word processors, text-to-speech software, 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.

## **6. Access and Inclusion in Learning**

In the classroom, we focus on:

- **Universal Design for Learning (UDL):** We implement UDL principles to ensure all students can access content in different ways, whether through visuals, text, oral presentations, or hands-on learning.
- **Flexible Teaching Strategies:** We use differentiated instruction to cater to different learning styles and abilities, ensuring all students are engaged and challenged.
- **Collaborative Learning:** Students are encouraged to work together, share perspectives, and learn from each other's strengths.

## **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, including braille materials or sign language interpreters.
- **Rest Breaks:** For students who need to take breaks during assessments to manage their physical or emotional needs.

## **8. Roles and Responsibilities**

- **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.
- **IB Coordinator:** Ensures that all IB access arrangements are applied correctly and that documentation is submitted to the IB in a timely manner.
- **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 Stationers' Primary Academy 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.