



Broadway Academy Trust Policies

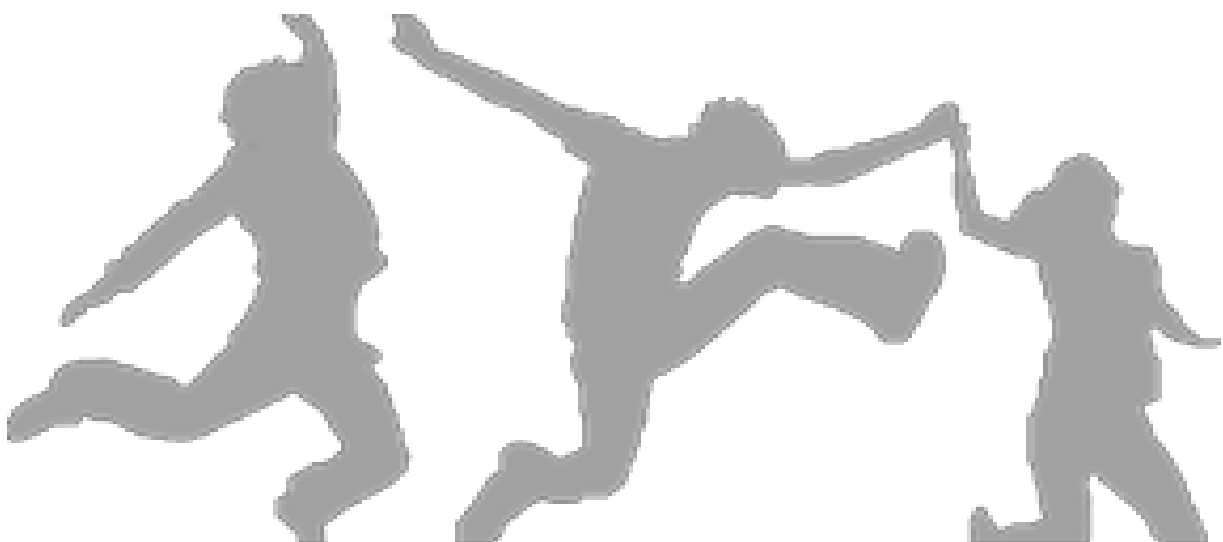
Our Children. Our Community. Believe it can be done!

Inclusion Policy

Approved by: Deep Experience/Support Committee

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1. Overall principles

- Every human being has an entitlement to personal, social and intellectual development and must be given an opportunity to achieve his/her potential in learning.
- Every human being is unique in terms of characteristics, interests, abilities, motivation and learning needs.
- Educational systems across the Academy should be designed to take into account these wide diversities.
- Those with special educational needs and/or disabilities (SEND), and other vulnerable or disadvantaged groups, should have access to high quality and appropriate education.
- All students are entitled to experience success and be challenged to work to the best of their abilities.
- Students with SEND are fully included in the school community.
- Students with SEND should be taught with their peers for as much time as possible.
- Inclusion extends beyond SEND to all groups, including disadvantaged pupils, those with English as an additional language (EAL), and other vulnerable learners.
- The development and promotion of parental engagement
- Each student has the entitlement to have his/her individual needs recognised and addressed
- Resources are targeted to provide maximum benefits for students

2. Inclusion: the policy context

- 2.1 Inclusion is not a simple concept, restricted to issues of placement. Its definition has to encompass broad notions of educational access and recognise the importance of catering for diverse needs. Increasing mainstream access is an important goal. However, it will not develop spontaneously and needs to be actively planned for and promoted.
- 2.2 Inclusion is reflected in the Academy's commitment to ensuring that all pupils can access a broad, balanced and ambitious curriculum, regardless of starting point or need.

2.3 Inclusive principles highlight the importance of meeting students' individual needs, working in partnership with students and their parents/carers, and involving staff in the development of inclusive approaches.

2.4 Inclusion is a process, not a fixed state

3. Key principles

- Valuing diversity: All students are the responsibility of the Academy and are equally valued. Students present a diverse range of strengths and needs, which should be recognised and celebrated.
- Entitlement: All students are entitled to a broad, balanced and relevant curriculum, with appropriate support to enable full access and participation.
- Participation: All students and their parents/carers are entitled to be treated with respect and encouraged to contribute to decision-making.
- Individual needs: A range of flexible responses should be available to meet individual needs.
- Planning: Inclusion requires ongoing strategic planning at both whole-school and individual levels.
- Collective responsibility: Inclusion is the responsibility of all staff.
- Professional development: Staff must have access to training and support to develop inclusive practice.
- Equal opportunities: The Academy recognises the need to balance high standards with inclusive practices that meet the needs of all learners.

4. Inclusion in Practice

4.1 Inclusion at the Academy is underpinned by high-quality teaching for all pupils. Teachers use adaptive teaching strategies to ensure that all pupils can access the curriculum. This includes:

- Scaffolding learning to support understanding
- Appropriate use of modelling and guided practice
- Flexible grouping and targeted support
- Use of assessment to inform teaching and address misconceptions

4.2 The Academy avoids unnecessary withdrawal from lessons and prioritises access to high-quality classroom teaching. Additional interventions are used where appropriate and are carefully monitored for impact.

4.3 Staff work collaboratively with the SENDCo, pastoral teams and external agencies to ensure that barriers to learning are identified and addressed.

5. Outcomes and Impact

- 5.1 The Academy is committed to ensuring that inclusive practice leads to strong outcomes for all pupils.
- 5.2 We monitor the progress, attainment and participation of key groups, including:
- Pupils with SEND
 - Disadvantaged pupils
 - Other vulnerable groups

This includes analysis of:

- Academic progress and attainment
- Attendance and punctuality
- Behaviour and exclusion data
- Destinations and next steps

This information is used to evaluate the effectiveness of provision and inform ongoing improvements.

6. Legislation

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 years (July 2014 – updated 2024) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- [Safeguarding and Child Protection Policy](#)
- [Accessibility Plan](#)
- [Teachers Standards 2012](#)

This policy also reflects current Ofsted expectations regarding inclusion, curriculum access and outcomes for all pupils.

7. The responsibilities of Broadway Academy

We will:

- Ensure there is a shared understanding of inclusion across the Academy as a whole-school responsibility
- Promote an inclusive ethos that values all students and their families
- Foster flexible and creative responses to individual needs
- Ensure all policies and developments reflect inclusive principles
- Ensure that admission arrangements are inclusive and welcoming
- Provide appropriate assessment, support and access to external agencies where required
- Work collaboratively to identify and remove barriers to learning
- Ensure all staff are supported through high-quality professional development
- Ensure that inclusive practice is regularly reviewed and evaluated for impact on pupil outcomes