Inspiring Futures Through Learning

Inclusion Policy

September 2022 to September 2023

Our IFtL Family

At IFtL, we are committed to developing a family of schools who inspire all of our futures through learning. Schools within our Trust share the same values and ethos; our teams are constantly in the pursuit of development and excellence everyday. We open doors to opportunity and unlock the potential of both our children and our adults so that we all develop the confidence to achieve both our independent and collective ambitions. At IFtL, we are never alone. We know we are stronger together – one united family striving for excellence for all, in everything we do.

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.

Policy name:	IFtL Inclusion Policy
Version:	V3
Date relevant from:	September 2022
Date to be reviewed:	September 2023 *This policy will be reviewed every two years unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.*
Role of reviewer:	IFtL Pupil Support Specialist Advisor
Statutory (Y/N):	Y
Published on website*:	2C
Policy level:**	1
Relevant to:	All employees through all IFtL schools and departments
Bodies consulted:	Employees School / department governance bodies
Approved by:	IFtL Board of Trustees
Approval date:	31st August 2022

Key:

**** Publication on website:***

IFtL website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

***** Policy level:***

1. Trust wide:
   - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
     - *Approved by the IFtL Board of Trustees.*
2. Trust core values:
   - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore from the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
     - *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
     - *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*
3. School / department policies
   - These are defined independently by schools / departments as appropriate
     - *Approved by school / department governance bodies.*

Vision

At IFtL Trust Schools, we are relentlessly driven by our pursuit of excellence and high expectations of learning, behaviour and respect for every member of our community. We value the individuality of all pupils, removing any barriers to ensure inclusion into all appropriate aspects of school life.

Aspirations

We strive to promote and create environments in which children can succeed academically, socially and emotionally by nurturing the whole child. We also aim to promote the individuality of all pupils, celebrating their skills, talents and contributions.

Core Values

We believe that equality of opportunities is a right of all our pupils - it is paramount that we meet the needs of and celebrate the rich and diverse IFtL community. All children can succeed and should have the opportunity to by setting suitable learning challenges and removing any barriers to learning that can hinder or exclude individuals or groups. Every school within the trust is accountable for ensuring the varied needs of all children are met. We value the individual strengths of our pupils and actively encourage their contributions to school life.

Success indicators

All schools within the trust will implement the following indicators:

1) We maximise all opportunities to ensure all children, including those from vulnerable groups achieve the highest possible standard.
2) We adhere to the Equality Act of (2010) and all other current legislation related to best practice for children from vulnerable groups.
3) Pupils feel valued and believe they can succeed.
4) Provision is constantly reviewed and the effectiveness evaluated in order to provide the best possible support for individuals.
5) We nurture and develop the whole child, academically, socially and emotionally.
6) We embrace the diverse talents and skills of our pupils and encourage them to share and develop them within the school community.

Equal Opportunities

Our schools are committed to ensuring high quality learning experiences and pastoral care for all pupils in our schools, including pupils that may be part of a vulnerable group such as: girls and boys; minority ethnic and faith groups; children who need support to learn English

as an additional language; children with special educational needs (including those with a disability and/or medical needs); able and talented children; travellers, asylum seekers and refugees; children who are looked after by the Local Authority; children who were previously looked after by the Local Authority; children who are eligible for pupil premium; children from service families; children who are at risk of disaffection or exclusion; children who require a higher level of emotional support; children who are summer born; children who have a unique learning style and approach.

Communication and Collaboration

We actively encourage discussion and value the contributions of all stakeholders in ensuring that every child reaches their individual ambitions and potential. Our schools also value the voice of the child and include them in all appropriate decision making. These partnerships are part of the school's review and evaluate cycles to ensure the most effective educational opportunities are offered to the pupils.

Disapplication or Modification

Our schools make every reasonable effort to meet the learning needs of all pupils. Our schools can, where necessary, temporarily modify or disapply the National Curriculum and its assessment arrangements through Sections 90, 92 and 93 of the Education Act 2000. Our policy is to do this only in exceptional circumstances and with detailed consultation with all stakeholders.

The Curriculum Impact for all children, including those in any vulnerable group: -

that all schools within the Trust, through their curriculum, aim to enable children to become:

High achievers & successful learners who have a passion for learning, make progress and achieve

· Have essential skills of English, maths, communication and technology;
· Enjoy and are motivated and determined to reach their full potential, now and in the future;
· Are open to new thinking and ideas;
· Able to learn independently and collaboratively, as part of a team; ·
Communicate effectively in a variety of ways;
· Have enquiring minds and think for themselves to process information, reason, question and evaluate;
· Are creative, innovative and resourceful, able to identify and solve problems in ways that draw upon a range of learning areas;
· Know about big ideas and events that shape our world.

Confident individuals who are equipped with the skills to contribute to an ever-changing world

· Have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing;
· Relate well to others and maintain good relationships;
· Become increasingly independent and are able to take the initiative;
· Make healthy lifestyle choices;
· Take managed risks and stay safe;
· Are willing to try new things and make the most of opportunities; ·
Have a sense of optimism about their lives and the future;
· Develop personal values and attributes such as honesty, empathy and respect for others.

Responsible citizens who make a positive contribution to society

· Are prepared for their role as a family member, in their community and life in modern Britain;
· Have secure values and beliefs and have principles to distinguish right from wrong;
· Understand their own and others' cultures and traditions within British Heritage, and have a strong sense of their own place in the world;
· Co-operate with others;
· Respect others and act with integrity; ·
Appreciate diversity;
· Sustain and improve the environment, locally and globally.

All IFtL schools are committed to ensure all our children are:
Ready for learning at each stage of their education and beyond

· Embrace learning and achieving the very best they can be;
· Are fully and well prepared for the next stage in their school journey;
· Understand their own and others contributions to ensure they are best prepared for all aspects of their learning and journey throughout their education;
· Take ownership of their own learning and development;
· Understand what helps them learn and what prevents them developing strategies to overcome barriers.

Purposeful learning experiences provided and embraced throughout all areas of the school curriculum

· Positively respond to high expectations and opportunities provided them; ·
Celebrate the unique school and local communities;
· Embrace purposeful learning that challenges and fulfils every individual;
· Are reflective learners who aspire to improve and develop, learning from mistakes;

· Are nurtured, challenged and inspired to achieve their full potential.

Engaged Individuals who are persistent, persevere, creative and are dynamic

· Have a determination to learn and overcome obstacles;
· Embrace challenge and the learning opportunities offered them; ·
Mutually respect and trust themselves sand others;
· Collaboratively pursue excellence;
· Actively involve and immerse themselves in school and community life; ·
Celebrate uniqueness and being part of one school and Trust family; · Are
intrinsically motivated to be the best they can be.

Links to other policies

This policy should be read in conjunction with all other policies referring to vulnerable groups and also the IFtL equality statement.

Safeguarding Statement

Safeguarding is everybody's business. IFtL MAT is committed to ensuring that all our children and young people are safe and feel safe. The right to be safe for any member of the IFtL community is a non-negotiable and paramount. Safeguarding and child protection is crucial and we are fully committed to ensuring the welfare and safety of all our children and staff. IFtL and all the schools within the Trust must fully adhere to all safeguarding and child protection legislation, policy and procedures at all times and under any circumstances. Any concerns at a Trust level will be referred to IFtL safeguarding Leads, Kim Kemp, Sue Martin or Sarah Bennett; within TMA ITTP, Michelle Gardner, and to the relevant designated safeguarding officers within each school for concerns pertinent to children within the school. IFtL fully adheres to all Safeguarding and child protection legislation and MK together partnership and Northamptonshire Safeguarding Children Partnership requirements, including the Milton Keynes and Northamptonshire Whistleblowing Policy and procedures.