# ROOK'S NEST ACADEMY

## Respect, Believe, Achieve.

# INCLUSION POLICY 2026-27

Rooks Nest Academy believes in encouraging and supporting all children to strive to achieve their potential during their time at the Academy, hence we promote a positive and inclusive ethos.

The Academy has a fully inclusive curriculum for children of all ages and abilities as well as ethnicity, attainment, age, disability, gender and background. We recognise that some children need more support than others to enable them to succeed and access the curriculum in a safe but challenging environment.

Any decisions made about their education will be made in conjunction with the child, teachers, parents and other professionals involved in the child's life. Any support offered for a child will be reviewed regularly and may be for varying periods. Our aim is to give our pupils opportunities to become independent learners and therefore any support will be to this aim and not just in isolation.

**AIMS AND OBJECTIVES**

The aim of this policy is to remove barriers to learning and participation, which can hinder individual pupils or, groups of pupils to their education and/or participation in the opportunities offered through our diverse curriculum and the wider opportunities activities. We will work with parents and pupils to ensure that they have a voice in their child's education.

The Academy recognises that any child may have trouble with some aspects of their learning at any time in their school life. This may not be due to a special educational need, it may, for example, be due to a difficulty in understanding a particular skill or concept, or circumstances or changes in other parts of their life. We aim to ensure that every child has the opportunity and support to achieve all that they can and to gain independence in the time they are with us.

We believe that equality is for all and take into account opportunities for all children including:

- Gender
- Ethnicity

- EAL
- SEN
- Gifted and Talented
- Children in Care
- Children who have or in the past have worked with a social worker
- Pupils with emotional and behavioural difficulties
- Children with medical problems and allergies
- Children from troubled families
- Travellers
- Asylum Seekers

## ACCESSING THE CURRICULUM

Our staff plan the curriculum so that the needs of individual and groups of children can be met. When planning teachers have high expectations for all children and provide opportunities for them to fulfil their potential. Teachers are aware that children learn in different ways and bring a range of teaching methods and resources into the classroom to support the learning activities. All children are encouraged to participate in lessons fully and to the best of their ability according to their needs.

These methods may include:

- Creative effective learning environments
- Promoting concentration and motivation
- Equality of opportunity through teaching approaches
- Target setting
- Use of continuous assessment to monitor progress
- Using appropriate challenges
- Removing barriers to learning
- Developing positive relationships with pupils and parents
- Providing extra-curricular activities

## GIFTED AND TALENTED

We recognise that some children may have an exceptional ability in a particular area such as knowledge, sport, art, drama and therefore may need to have an adapted approach. Children falling into this category are challenged in the following ways:

- Tasks which demand higher order thinking skills
- Access to resources and materials providing a higher level of challenge
- Appropriate differentiation
- Stimulating lessons
- Creative learning tasks which have a degree of open-endedness to provide opportunity for choice or personalisation

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## SUPPORTING CHILDREN WITH MEDICAL NEEDS AND ALLERGIES

The Academy recognises that pupils with medical conditions and allergies should be properly supported so that they have full access to education, including physical education, school trips and residential visits wherever possible. We recognise that some pupils with medical conditions may be disabled and where this is the case, we will comply with our duties under the Equality act 2010.

Since September 2014, the Academy has ensured that individual children's special education provision is followed in line with the SEN Code of Practice 2014. The Academy Medical Policy can be found on the Academy website.

Children with medical needs and allergies will be supported with their treatment/diet and parents should contact the Academy office if they wish to speak to staff regarding their child's medical condition. The Governors/Trustees ensure that school leaders consult with health and social care professionals, pupils and parents to ensure the needs of children with medical conditions are effectively supported.

**EAL**

Children with EAL are in the minority in our Academy; however, they can be given specific support to be able to access the curriculum. This support can include access to word banks, opportunity for visual work, peer support, discussion work, provision through SEN e.g., access to Lexia.

With parent consent the academy can also make referrals and seek advice from the : Inclusion and EAL Advisory services
WISENDSS-Wakefield Inclusion, Special Educational Needs and Disability Support Service

**SEN**

At Rook's Nest Academy, we understand that all children may have needs, not just special educational needs, and therefore our policy takes into account the needs of every child who may have difficulties accessing the curriculum to ensure that they are able to make progress at their own level and/or rate. We also recognise that any interventions put in place should have targets that are specific, measured, attainable, and realistic and time bound to be beneficial to the pupil. These issues may include processes. We believe that early identification is vital to enable appropriate intervention to be planned and carried out to give the child the best possible opportunity. The Academy displays its SEN Information and links to the Wakefield Local Offer on our web site at www.rooksnestacademy.co.uk on the information report.

Provision for children identified with learning difficulties, special educational needs and/or disabilities will be made through a progression of actions to enable their needs to be addressed.

- Wave 1 - Quality First Teaching to enable all learners to make good progress alongside their peers and is used throughout classes taking into account the different needs and learning styles of all pupils. The different needs and learning styles of all pupils are taken into account following the Quality First Teaching strategies

- Wave 2 - In addition to Quality First Teaching, some pupils may require additional support and provision to help them make progress to reach their learning targets or to catch up to age related expectations. These early interventions may be over a set period or for certain skills such as literacy or numeracy.

- Wave 3 - In addition to Quality First Teaching and group support some pupils need personalised targeted intervention for their specific needs, in which case advice and support will be sought from various outside agencies that have specialised knowledge. Interventions may include specific programmes, which are designed to overcome particular barriers to learning and are in addition and in conjunction with Quality First Teaching and group support. This learning is reinforced in class.

The academy will implement the identified strategies within an **Assess, Plan, Do, Review (APDR)** cycle. This includes:

- **Assess**: Gather evidence of the CYP's strengths and barriers to learning (e.g., observation, assessment data, pupil voice).

- **Plan**: Collaborate with relevant staff and, where appropriate, parents/carers to plan targeted support and set outcomes.
- **Do**: Deliver the agreed support consistently and monitor its application in daily teaching.
- **Review**: Evaluate the impact of the support on pupil progress and well-being, and refine the approach as needed.

## ADDITIONAL NEEDS

At Rook's Nest Academy, we also recognise that some children may be identified as needing additional support to access their learning but they may not have special educational needs. These needs could be due to a range of problems e.g.

- Disability
- Attendance and Punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Child in Care (LAC/CIC)
- Being a child of Service Personnel

## CHILDREN WITH DISABILITIES

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special education provision. However, not all children defined as disabled will require this. For those who do the following provision is available:

There are two footpaths, which give access to the Academy both have a ramp for disabled access. The main entrance has push pads on the door for easy access. There is also a disabled parking space in the Academy car park. Within the Academy, there are two disabled toilets. The school is accessible for wheelchairs where a suitable care plan has been prepared in conjunction with Occupational Health.

## RACISIM

Our children live in a diverse society and we address this through the planning of schemes of work, which reflect the programmes of study as indicated in the Primary National Curriculum (2014). Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of their ethnic or social background. All racist incidents are recorded by the pastoral or SLT team and reported to the Head teacher, Governors and Local Authority.

## LGBTQ

The Academy has worked with the charitable organisation Barnardo's. Staff have received training and support in order to recognise and tackle LGBTQ issues and prevent bullying. We feel we are providing a safe and inclusive environment for all here at Rook's Nest.

## ETHOS

At Rook's Nest Academy, we believe that our pupils deserve to learn within a rich, inclusive and stimulating environment, which has high expectations for all. We work together to challenge, motivate and inspire our scholars to become independent, enthusiastic and resilient.
The community of Rook's Nest Academy endeavours to foster respect, belief and achievement, where children will ultimately leave our care with a genuine love of learning.