

## **Inclusion Policy**

### Policy for Inclusion and Special Educational Needs and Disabilities

Brackley STEAM Park believes that all pupils are entitled to an education which is adapted to their individual needs effectively.

We believe pupils should be celebrated for their differences and supported with any barriers to their learning.

Providing a fully inclusive environment for all children involves encouraging diversity, removing barriers and accepting individuality.

We are committed to giving each pupil at our SEND provision every opportunity to achieve the highest of standards, to foster an attitude of caring for learning and enabling the opportunity for every young child to be empowered and inspired for the next stages in their lives.

This policy helps to ensure that this happens for all pupils in our setting – regardless of disability, age, gender, ethnicity, race, attainment, education and background.

We believe that our settings ethos, vision, values and curriculum aim to ensure a future based on intercultural equality, shared values and respect for the worth and human dignity of all children.

### **1. Aims & Objectives**

Brackley STEAM Park Academy's Policy for Inclusion and Special Educational Needs aims to:

- Ensure our SEND provision fully implements national legislation and WNC Local Authority's guidance and expectations.

#### ***Sets out how our alternative SEND provision will:***

- Support pupils with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive setting environment that enables pupils to access all aspects of alternative provision life alongside their peers.
- Provide pupils with the skills and attributes that enable them to become confident, self-esteem individuals who can successfully live fulfilling lives.
- Support neurodivergent pupils to understand their aspirations and achieve their best.
- Communicate with pupils and school ensuring co-production and seek pupil and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.
- Communicate and explain the roles and responsibilities of key SEND provision and external professionals who are supporting the provision for pupils with SEND.

- Ensure the SEND Policy is understood and implemented consistently by all managers, volunteers and adults involved managing the provision.
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals.
- Ensure that all policies across the provision take account of all pupils in need of additional support.
- We aim to provide a happy, healthy and safe place by recognising, reflecting and celebrating the skills, talents, contributions and diversity of all children.

**Volunteer staff members & leaders ensure that the work for these young people:**

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed in oral work, or when using, for example, tool aids
- is adapted or offers extra activities in those projects where young people are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in collaborative opportunities and other activities linked to their projects
- includes approaches, where possible and viable, that allow hearing-impaired young people to learn about sound in science and music, visually impaired young people to learn about light in science, and to use visual resources and images both in art and design and in design and technology including engineering and maths.
- uses assessment techniques that reflect their individual needs and abilities

At Brackley STEAM Park Academy, all pupils irrespective of need access a broad and balanced syllabus curriculum and extracurricular which is delivered through high quality inclusive support teaching to enable every pupil to make progress and reach their full potential socially, emotionally, mentally and academically.

When required to do so, the SEND provision will make reasonable adjustments to support pupils with SEND. The provision set high expectations and aspirations for each individual pupil, working together with them one-to-one, and their parents/carers to ensure that pupils with SEND become confident and independent children and young pupils who are able to successfully transition to the next phase of their education or adult life.

## 2. Legislation and Guidance

This policy is written in line with:

The regulation associated with:

- Children and Families Act 2014 – Part 3: Children And Families Act 2014 Part 3
- Special Educational needs and Disability (SEND) Code of Practice 2015:
- The Special Educational Needs and Disability Regulations 2014: The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010: Equality Act 2010
- Alternative provision Admission Code 2021 Alternative provision Admission Code 2021
  
- The Alternative provision Information Regulations: Updated 2024

## 3. Children with Disabilities

Some pupils in our provision have disabilities and we are committed to meeting the needs of these pupils, as we are to meeting the needs of all groups of pupils within our provision. The school meets the requirements of the Disability Discrimination Act 2010, Equality Act 2010 and the Special Educational Needs and Disabilities Code of Practice 2015 as updated.

The provision is committed to providing an environment, within its resources, that allows disabled pupils full access to all areas of learning. Volunteer staff members modify learning and teaching expectations as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. Volunteer staff members may give pupils with disabilities the opportunity to develop skills in practical aspects of the syllabus curriculum.

Approved by: **Harvey Sharman**  
Manager (**Brackley STEAM Park Academy**)  
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