# Inclusion Policy

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## Statement of intent

Tyne and Wear Learning Trust is committed to providing an inclusive, nurturing, and ambitious education for every pupil across all academies within the Trust.
We believe that every learner, regardless of background, ability, or need, has the right to access a broad, balanced, and high-quality education that enables them to reach their full potential.

Inclusion lies at the heart of our vision and values. We are dedicated to removing barriers to learning and participation, celebrating diversity, and fostering communities where all pupils and staff feel safe, respected, and valued.

NB: 'The School' refers to any school or EYFS setting in the Trust.

October 2025

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Equality Act 2010 and Public Sector Equality Duty
- The Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Education Act 1996 and School Standards and Framework Act 1998
- Human Rights Act 1998

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives
- SEND Policy
- Safeguarding and Child Protection Policy
- Behaviour and Anti-Bullying Policy
- Curriculum Policy

## 2. Definition of Inclusion

At Tyne and Wear Learning Trust, inclusion means ensuring that all learners:

- Feel valued, safe, and supported.
- Can participate fully in the life of their school and the wider community.
- Have equitable access to high-quality teaching and learning opportunities.
- Have their individual strengths recognised and developed.
- Receive the support they need to overcome barriers to learning and engagement.

Inclusion applies to all pupils, including those with protected characteristics under the **Equality Act 2010**, and those who may face additional barriers due to social, emotional, linguistic, or economic factors.

## 3. Roles and responsibilities

The Trust board will:

- Hold overall responsibility for ensuring compliance with equality and inclusion duties.
- Review and approve trust-wide policies and monitors their impact.
- Receive regular reports on inclusion, diversity, and equality outcomes.
- Ensure this policy is implemented fairly and consistently across the trust.

The Executive Leadership Team will:

- Provide strategic leadership for inclusion across the Trust.
- Ensure sufficient resources, staff training, and oversight to promote inclusive practice.
- Support all schools to share good practice and address areas for improvement.

The Local Governing Bodies will:

- Monitor the implementation of this policy at academy level.
- Challenge and support school leaders to maintain high standards of inclusion.

The Headteachers and Senior Leaders will:

- Lead and model inclusive practice within their academies.
- Ensure that inclusion is reflected in curriculum design, staffing, and professional development.
- Oversee SEND provision, pastoral care, and equality monitoring.

The SENCOs will:

- Coordinate support for pupils with additional needs and ensure compliance with the SEND Code of Practice.
- Liaise with parents, staff, and external professionals to secure appropriate provision.

The staff will:

- Promote an inclusive classroom environment where every pupil is supported and challenged.

- Differentiate teaching and make reasonable adjustments where needed.
- Report any concerns relating to discrimination, bullying, or barriers to inclusion.

## 4. Implementation and Practice

All school and setting in Tyne and Wear learning Trust will:

- Provide high-quality teaching that is adaptive, responsive, and accessible to all pupils.
- Ensure that curriculum content reflects diversity and promotes understanding of different cultures, faiths, and identities.
- Offer early identification and support for pupils with additional needs.
- Use data to monitor progress and outcomes across all pupil groups, addressing gaps where identified.
- Provide ongoing professional development to build staff capacity in inclusive practice.
- Promote student voice and parental engagement, ensuring all families feel represented and heard.
- Make reasonable adjustments to remove physical, social, or academic barriers.

## 5. Monitoring, Evaluation and Review

The Trust Board will receive termly and annual report summarising inclusion data, progress towards equality objectives and any areas identified for development. The impact of policies and practice will be reviewed regularly and updated as a minimum when statutory or best practice guidance changes.

This policy will be reviewed every 2 years.