St. Nicholas School Canterbury

INCLUSION POLICY

Policy Created	**November 2025**
Governing Body Committee	**Emma Wellard, on behalf of the Full Governing Body**
SLT responsibility	**Stephen King**
Date Reviewed by Governing Board	**21/11/2025**
Date of Next Review	**November 2026**

1. POLICY STATEMENT

St. Nicholas School, Canterbury is committed to providing an inclusive learning environment where all pupils—regardless of need, background or circumstance—can thrive. We recognise that some pupils face additional barriers to education, and we are dedicated to providing fair, equitable and proactive support so that all learners can achieve strong outcomes socially, academically and emotionally.

This policy outlines how we identify, support and champion disadvantaged pupils, including:

- Pupils with Special Educational Needs and Disabilities (SEND)

- Pupils subject to Child Protection Plans or Child-in-Need Plans

- Children Looked After (CLA) and Previously Looked After Children (PLAC)

- Pupils eligible for Income-Related Free School Meals (e6FSM)

- Any child experiencing disadvantage, trauma, low attendance, or vulnerability

Our duty is aligned with:

- The Equality Act 2010

- Children and Families Act 2014

- SEND Code of Practice 2015

- Keeping Children Safe in Education (KCSIE)

- Working Together to Safeguard Children

- Education Inspection Framework (Ofsted)

It links to the following school policies and procedures:

i) Child Protection Policy
ii) SEND Policy and Information Report
iii) Single Equality Policy
iv) Anti-Bullying Policy
v) Pupil Premium Strategy

2. AIMS

We aim to:

1. Ensure every pupil is safe, included and valued

2. Provide high-quality teaching with personalised adaptations

3. Remove barriers to learning through early identification and timely intervention

4. Promote equality of opportunity and prevent discrimination

5. Involve pupils and parents in decision-making

6. Review our provision regularly to improve outcomes

3. DEFINITIONS OF DISADVANTAGE

The school defines "disadvantaged" as pupils experiencing one or more of the following:

- Has an identified SEND need or EHCP (all pupils at St. Nicholas School have an EHCP for their SEND)

- Is or was previously in local authority care (Children-In-Care / Previously Looked-After Children)

- On a Child Protection or Child-in-Need plan

- Eligible for Free School Meals on income-related criteria (e6FSM)

- Has experienced trauma, social care involvement, bereavement or significant family stress

- Persistent low attendance linked to vulnerability

- Young carers

Identification is not used to label pupils or limit expectations; it ensures the correct support is in place.

4. INCLUSIVE ETHOS AND SCHOOL CULTURE

Our school culture promotes:

- Respect, dignity and belonging

- Positive behaviour built on relationships, not punishment

- Trauma-informed and attachment-aware practice

- A curriculum that reflects diversity

- No-tolerance of bullying, discrimination or prejudice

- Staff who are trained to recognise hidden barriers, neglect, trauma, and communication difficulties

St, Nicholas School provides a safe space and safe place for disadvantaged young people from 5 – 19 with SEND who attend our provision(s).

5. ROLES AND RESPONSIBILITIES

Headteacher –	Overall responsibility for the inclusion of and provision for Disadvantaged pupils
Deputy Headteacher –	Monitoring the effectiveness of all provision for disadvantaged pupils at St. Nicholas School (DSL, SENCO, DSL, DTCIC, DLMA, Pupil Premium Lead)
Inclusion Governor –	Named governor for SEND, Inclusion and Well-Being
Pathway Strategic Leads –	Monitoring the Provision for all disadvantaged pupils (including those with SEND) in their curriculum pathway.
Class teachers –	Enabling the provision for disadvantaged young people in their class
Specialist Teaching and Learning staff –	Delivery of the 1-1, small group and / or withdrawal provisions for disadvantaged pupils (PPG/ PP+ or Post – 16 Bursaries (e.g. creative therapy, specialist curriculum teaching and / or class staff)

6. CURRICULUM AND TEACHING

We ensure:

- High-quality, well-sequenced teaching for all pupils

- Adaptations and scaffolding rather than reduced expectations

- Assistive technology and accessible resources

- Reasonable adjustments in line with the Equality Act

- Sensory-friendly learning spaces

- Personalised learning targets reviewed regularly

- Therapeutic and pastoral support integrated into learning

Interventions may include:

- Literacy and communication support

- Speech and language therapy strategies

- Social-emotional coaching

- Mental-health and wellbeing provision

- Sensory regulation programmes

- Targeted curriculum tutoring

- Specialist Teaching experiences (e.g. in the Creative Arts, Food Technology)

- Physical Development and Sports / Leisure provision (e.g. Sports Leadership, Duke of Edinburgh, Forest School)

- Work-Related Learning Opportunities

7. SAFEGUARDING AND MULTI-AGENCY COLLABORATION

For pupils on Child Protection or (CP-related) Child-in-Need plans:

- The Designated Safeguarding Lead (DSL) ensures attendance of all multi-agency meetings

- Staff are briefed on safeguarding risks and pupil context on a need-to-know basis

- Information is shared securely, following KCSIE and GDPR

- Support from Family Hub Practitioners is offered when emerging concerns are identified

- Information records are maintained on the School CPOMS system.

8. CHILDREN-IN-CARE (CIC) AND PREVIOUSLY LOOKED AFTER CHILDREN (PLAC)

The school:

- Has appointed a Designated Teacher for Children-In-Care) / Previously Looked-After Children
- Ensures a high-quality Personal Education Plan (PEP) for all CIC, to operate alongside the EHCP.
- Work closely with Virtual Schools for their Kent or Other Local Authority (OLA) CIC
- Prioritise emotional security, consistent relationships and pastoral care
- Guarantee access to enrichment and leadership roles

9. PUPILS ELIGIBLE FOR (EVER 6) FREE SCHOOL MEALS (FSM)

We ensure that pupils eligible for e6FSM:

- Are never singled out, identified publicly or stigmatised
- Receive equal access to trips, clubs, residentials and enrichment
- Have support with uniform, resources, transport or other barriers
- Benefit from Pupil Premium funding driven by evidence and impact tracking

10. WORKING IN PARTNERSHIP WITH FAMILIES

We will:

- Treat all families with respect and cultural sensitivity
- Provide communication in accessible formats
- Seek parental voice in key decisions
- Offer workshops, signposting, Early Help advice and practical guidance
- Act quickly if contact or engagement drops, recognising this as a potential safeguarding indicator

11. MONITORING, TRACKING AND ACCOUNTABILITY

Senior Leaders and Governors will monitor:

- Attainment and progress data
- Attendance and exclusion rates
- Participation in enrichment

- Mental-health and wellbeing indicators

- Pupil Premium and recovery spending

- Parent and pupil voice

- Intervention impact

Findings inform school improvement planning.

12. STAFF TRAINING

Staff receive training in:

- SEND and personalised learning strategies

- Trauma-informed practice and attachment awareness (including PROACT-SCIPr-UK / Solihull Approach)

- Safeguarding and child protection

- Communication and de-escalation

- Equality and anti-discriminatory practice, cultural competence and unconscious bias (in the induction process).

13. COMPLAINTS AND CONCERNS

Concerns about inclusion are taken seriously. Families can:

1. Speak to the class teacher

2. Contact the Pathway (Strategic) Leadership team

3. Contact the Deputy Headteacher (SENCo, DSL and Designated Teacher for Children-In-Care / Previously Looked-After Children)

3. Contact the Headteacher

4. Use the formal Complaints Policy if needed.

NB: All complaints are investigated fairly.

14. MONITORING

The SLT alongside is responsible for monitoring and reviewing this policy. This policy will be reviewed annually and shared with the school governor responsible for vulnerable and disadvantaged young people.

15. EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

As part of our commitment to meet the Public Sector Equality Duty (PSED), St Nicholas School aims to:

- Provide equal opportunity for all;
- Foster good relations, and create effective partnership with all sections of the community;
- Only take actions which does not discriminate unlawfully in service delivery, commissioning and employment;
- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the School and be adhered to and be the responsibility of all staff.