



Leigh Academy
Longfield

Inclusion Policy

September 2025

Review Date: September 2026

J Lane

Inclusion at Longfield

Leigh Academy Longfield aspires for every student in our academy to contribute effectively to a democratic society. Like society, Leigh Academy Longfield thrives when each person's differences are something to celebrate and each individual helps our community succeed. We aspire for all students, families and members of staff to feel a strong sense of belonging in our community. We aspire to provide an inclusive, supportive, and empowering learning environment for all, regardless of prior attainment, backgrounds, or need.

Our policy aligns with the IB's mission to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

This document illustrates the broader responsibilities of an inclusive school regarding responsibilities across the academy approach. This policy is complemented by our [SEND Information Report](#), which provides a more in depth account of inclusion in relation to these specific areas.

Definition of Inclusion

At Leigh Academy Longfield, inclusion is belonging. We are an inclusive school whenever we see that students can all achieve irrespective of financial, learning, cultural or physical differences. We are an inclusive school when our diverse body of students can collaborate and socialise with their peers.

Inclusion is not achieved in an instance. At Leigh Academy Longfield we need to be proactive, responsive and celebratory in our approach.

Proactive

- **Inclusion as a Whole-School Responsibility:** We have a shared responsibility across the entire school community, requiring a holistic approach to support every pupil's needs effectively.
- **High-Quality Teaching:** Lessons are both challenging and accessible. We use research led pedagogical approaches that are proven to work for all students within our demographic. This includes universal design for learning and quality first teaching.
- **Curriculum Access:** All pupils, including those with SEND, are entitled to a broad, balanced, and relevant curriculum, delivered through high-quality teaching and appropriate provision. The content of our curriculum is both representative of our demographic whilst broadening student's understanding of cultures and lives different to their own.
- **Partnership with Families:** Partnerships between home and school are vital. We respect the views of pupils and their families, ensuring they are actively involved in decision-making processes.
- **Support and Professional Development:** All staff work with a diverse range of students including SEND. As a result they are provided with appropriate levels of support, advice, and opportunities for professional development.
- **Supporting Transitions:** We work to ensure smooth and successful transitions at all stages of education and life, equipping pupils with the skills and confidence to achieve their full potential.

Responsive

- **Inclusive Practices:** We prioritise broadening access and fostering engagement for all students, ensuring that every individual has the opportunity to thrive.
- **Early and Accurate Identification:** We are committed to the timely identification of pupils' additional needs through evidence-based assessments, targeted interventions, and regular cycles of review.
- **Collaboration Within and Beyond the School:** Staff regularly liaise with each other and appropriate external agencies to meet the evolving needs of our pupils effectively.
- **Dynamic Response to Changing Needs:** We recognise that pupils' needs may change over time. It is the responsibility of all staff and external agencies involved to adapt provision to support each pupil's growth and potential.
- **Minimising the Impact of SEND Identification:** We acknowledge the potential negative impact of being identified as having SEND and ensure identification is based on clear criteria, as outlined in the SEND Code of Practice (2015). This includes:
 - Having an identified need within the four broad areas of need.
 - Being academically behind peers.
 - Failing to make progress despite class-based intervention and support.
 - Requiring 'additional to and different from' provision to achieve progress.

Celebratory

- **Raising Standards and Expectations:** We set high standards to improve outcomes, recognising progress in both academic and non-academic areas, such as social or communication skills. We celebrate achievement in any of these contexts.
- **Enrichment:** We actively seek to ensure that our enrichment offer can be accessed by all students. We believe that programs such as performing in a school musical, travelling abroad or taking a Duke of Edinburgh expedition are particularly important to those who may be typically excluded from such opportunities in society.
- **Rewards:** Our approach to awards firstly aims to celebrate personal achievement by highlighting developments in IB characteristics first. This allows us to be inclusive, not simply meriting "the highest achieving student" but instead those who are showing the characteristics of a learner. Within our awards evening we celebrate our student community as a whole, for example we do not separate our students in the spectrum center in a separate category but instead as a member of the college they belong to.
- **Cultural Celebrations:** Throughout the year our assembly and PSHE programme celebrates key festivals or advocacy days within our curriculum.

The policy below outlines how we do this in everything that we do.

Admissions and Roll

For further details please refer to our [admissions information and policies](#).

Leigh Academy Longfield is committed to inclusive approaches to admissions. In line with statutory guidance and the Academy's oversubscription criteria, students with an Education, Health and Care Plan (EHCP) naming the Academy are admitted automatically, with the Published Admission Number adjusted accordingly. Children in care or previously looked after children are prioritised under the first oversubscription criterion. The Academy adheres to Fair Access Protocols to ensure the admission of vulnerable students, including those with SEND, EAL needs, and those who are Looked After, outside of the normal admissions process where appropriate. All students are considered within a fair banding system to ensure a comprehensive intake of abilities.

Teaching and Learning

For further details please refer to our [Language Policy: Literacy](#) and our [Teaching and Learning Policy](#)

At Leigh Academy Longfield, inclusion underpins our delivery of the IB Middle Years Programme. We believe that all students—regardless of prior attainment, additional needs, or background—deserve equal access to high-quality, challenging learning experiences. Our ethos centres around high expectations, adaptive teaching, and equity in opportunity.

Our lessons embrace inclusivity and we use quality first teaching techniques to ensure that learning is accessible for all. For example ensuring we give thinking time for students to respond to questions, orchestrating a spiral curriculum and ensuring explanation of new content is clear, concise and reduces cognitive overload. We are also currently embracing the practice of UDL (Universal, Diverse Learning) so that students can engage in learning through a variety of mediums.

SEND students, including those with autism and ADHD, benefit from clear routines, explicit instruction, and structured classroom environments. Teachers use scaffolding, modelling, and chunked activities to support working memory, attention, and emotional regulation. Personalised strategies promote focus, reduce cognitive overload, and ensure that these students can thrive academically and socially within the MYP framework.

Pupil Premium students are actively identified and supported using evidence-based approaches. These include focused feedback on challenging tasks, explicit vocabulary teaching, peer-assisted learning, and metacognitive strategies that build independence and confidence. Teachers avoid assumptions about prior knowledge, using planning to address cultural capital gaps and broaden student worldviews.

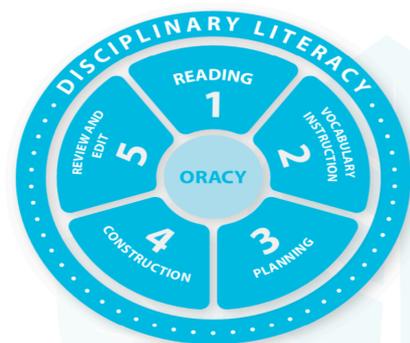
Stretch and Challenge (S&C) is woven into teaching and learning. All students are encouraged to access S&C options during Do Now and independent learning phases. For more able and dual-categorised students (e.g., more able + pupil premium), S&C tasks promote higher-order thinking, synthesis, and creativity. Enquiry-based learning, embedded Bloom's taxonomy, and exposure to wider subject texts enhance rigour and aspiration.

Teachers plan collaboratively, adaptively, and reflectively—ensuring each learner, regardless of need or label, can access the MYP's full potential and make meaningful, accelerated progress.

Literacy

At Leigh Academy Longfield, literacy development is central to nurturing the IB ATL skill of *communication* for all students, including those who are, dyslexic, EAL learners, pupil premium recipients, and those with ADHD. Our whole-school literacy strategy, guided by the 'Longfield Literacy Drivers,' ensures tailored support in reading, vocabulary, planning, writing, and editing. Oracy is a key focus, helping students express ideas clearly in diverse subjects and contexts. We use inclusive approaches like scaffolded planning, multisensory vocabulary teaching, and digital tools such as Read&Write to meet varied learning needs. These strategies reduce cognitive load, build confidence, and enable every student to engage meaningfully with academic language. By embedding disciplinary literacy across the curriculum, we ensure equitable access to learning, empowering all learners to develop effective communication skills. This inclusive approach supports academic achievement and lifelong success, ensuring no student's progress is limited by their unique challenges or background.

Longfield Literacy Drivers



Feedback and Inclusion

High-quality feedback is especially powerful for **SEND**, **Pupil Premium**, and **more able learners**. Specific, actionable feedback builds confidence, supports self-regulation, and guides improvement. For students with **autism or ADHD**, timely feedback reinforces focus and routine. For Pupil Premium students, it addresses misconceptions and raises expectations, helping close progress gaps effectively.

Curriculum

For further details please refer to our [RSHE and PSHE Policy](#) and [Curriculum Policy](#)

PSHE and RSHE

At Leigh Academy Longfield, our PSHE and RSHE curriculum plays a vital role in promoting inclusion and safeguarding, aligning closely with the IB Middle Years Programme (MYP) ethos of developing responsible, caring, and knowledgeable learners. This curriculum supports all students by fostering understanding, respect, and empathy within a diverse school community, ensuring every pupil feels valued and safe.

PSHE and RSHE help students explore complex social and emotional issues such as healthy relationships, consent, mental health, and personal safety. This is essential in creating an inclusive environment where differences are understood and respected, particularly for vulnerable groups such as those with additional needs or challenging personal circumstances. By equipping students with knowledge and skills to recognise unhealthy or abusive behaviours, the curriculum empowers them to seek help confidently.

Safeguarding is a fundamental part of this curriculum. Leigh Academy Longfield is committed to statutory requirements as outlined in *Keeping Children Safe in Education*. Staff are trained to handle disclosures sensitively and follow strict safeguarding procedures to protect students. For pupils with prior safeguarding concerns or vulnerabilities, additional tailored support ensures the curriculum content is accessible and safe, preventing trauma or distress.

The MYP's holistic approach to learner development resonates with this inclusive safeguarding framework. Through PSHE and RSHE, students build the Approaches to Learning (ATL) skills of self-management, social skills, and communication, preparing them to navigate relationships and personal challenges responsibly, thereby fostering a safer, more inclusive school community.

Wider curriculum

Leigh Academy Longfield's MYP curriculum is designed to be inclusive and accessible to all students, especially those with protected characteristics such as autism, dyslexia, EAL learners, those eligible for pupil premium, and students with ADHD. Our curriculum intentions promote high expectations for every learner by instilling a thirst for knowledge and underpinning teaching with four key pedagogical drivers: Challenge for all, Scholarship, Stickability, and Technological Intelligence. We strive to close achievement gaps by providing tailored support and differentiated instruction to meet diverse learning needs, ensuring every student can progress beyond age-related expectations.

The curriculum is broad, balanced, and relevant, preparing students not only academically but also socially and emotionally for future education and life. We promote high standards in literacy, numeracy, and ICT, while fostering independent learning and critical thinking skills. Embedded within our curriculum is a strong emphasis on wellbeing and safeguarding, particularly through PSHE and RSHE, which help students understand healthy relationships, personal safety, and develop resilience. This supports vulnerable students and aligns with statutory safeguarding duties. We encourage respect, tolerance, and responsibility among students to create a positive, inclusive community where diversity is valued. Continuous monitoring and adaptation of teaching strategies ensure all learners receive the support needed to thrive academically and personally within the MYP framework.

Assessment

For further details please refer to our [Student Achievement and Reporting Policy](#)

Our assessment policy at Leigh Academy Longfield actively promotes inclusion by aligning with the IB Middle Years Programme (MYP) philosophy and its criterion-related model. This approach ensures that students are assessed based on clear, transparent criteria rather than relative ranking, so every student understands exactly what is required to succeed. It focuses on what students can do, enabling them to demonstrate their knowledge, skills, and understanding at their own level, which supports diverse learning needs and abilities.

The MYP's emphasis on holistic development means assessments are spread throughout the curriculum rather than concentrated at one time, reducing pressure and allowing students to engage with tasks meaningfully. This continuous process supports growth by providing regular, constructive feedback tailored to individual progress, helping all learners, including those with additional needs, to build confidence and resilience.

Longfield's commitment to accessibility is reflected in our broader inclusion practices, ensuring curriculum access for all students through specialist support, adaptable teaching strategies, and accessible learning materials.

Behaviour

For further details please refer to our [Behaviour Policy](#)

At Longfield, our inclusive behaviour approach is grounded in our core values of Respect, Aspiration, and Care (RAC) and a commitment to “disruption free learning”. Every interaction with students is an opportunity to reinforce these values and nurture a culture where all individuals feel safe, valued, and supported—regardless of their protected characteristics such as race, gender, disability, or background.

Our behaviour policy is most inclusive when it is clear, students know the routines of the day, know the consequences for breaching the behaviour policy and know that when they enter Longfield, they will be in a calm and productive learning environment. Routine and structure are essential for inclusion, providing clarity and consistency that benefit all learners, especially those with SEND or who may find change challenging. Our STAR routine (Sitting up straight, Tracking the speaker, Asking and answering questions, 100% Respectful) helps students focus and engage, making behaviour expectations clear and accessible.

Via our warm strict approach, we believe that behaviour management is not about confrontation but promotion of self-management. Our proactive strategies focus on building presence and calm authority through de-escalation techniques, non-confrontational language, and consistent routines that create predictable, respectful environments for learning. Therefore modelling the leadership that we expect students to illustrate. This approach recognises the diversity of student needs and experiences, ensuring all students learn how to learn.

By fostering strong relationships and maintaining high expectations, we promote fairness and equity. We understand that some students may require additional support or adjustments, and our reflective practice encourages staff to stay “three steps ahead” to anticipate and reduce barriers to positive behaviour. To support this we provide empirically proven interventions for students who struggle to meet our behaviour expectations. This includes but is not limited to, our strengthening minds program, our life coach, ELSA, counselling and draw and pastoral support via our small school college model.

Through these inclusive practices, Leigh Academy Longfield fosters a community where every student can thrive academically and socially, feeling a true sense of belonging and respect within our diverse academy.

Accessibility

For further details please refer to our [Accessibility Plan](#)

Leigh Academy Longfield's Accessibility Plan reflects a clear commitment to fostering an inclusive environment that meets the diverse needs of all students, staff, parents, and visitors, regardless of physical, sensory, educational, emotional, or cultural requirements. Developed in consultation with the school community, the plan exceeds current legislative standards. It outlines specific actions to improve physical access through the addition of specialist facilities and equipment, ensuring the school environment is fully accessible.

The curriculum is regularly reviewed and adapted to provide equal opportunities for students with disabilities, including differentiated teaching strategies, appropriate resources, and access to extra-curricular and cultural activities. The plan also focuses on improving the accessibility of written and digital information by providing materials in formats suited to individual needs.

Ongoing annual reviews and training for staff, students, parents, and governors promote a culture of awareness and inclusion. The Accessibility Plan is aligned with other key school policies such as Curriculum, Equal Opportunities, and Special Educational Needs, reinforcing a consistent whole-school approach to inclusion. Oversight by governors and Ofsted ensures the plan is effectively implemented and monitored. Overall, the plan aims to create an environment where every member of the academy community can participate fully and equally. Leigh Academy Longfield's Accessibility Plan reflects a clear commitment to fostering an inclusive environment that meets the diverse needs of all students, staff, parents, and visitors, regardless of physical, sensory, educational, emotional, or cultural requirements. Developed in consultation with the school community, the plan exceeds current legislative standards. It outlines specific actions to improve physical access through the addition of specialist facilities and equipment, ensuring the school environment is fully accessible.

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Safeguarding in an inclusive school

For further details please refer to our [Safeguarding & Child Protection Policy](#).

Expression and Rights: Leigh Academy Longfield recognises the fundamental right of every child to express themselves openly and safely. Our safeguarding policy affirms this principle by fostering an environment where all students feel valued and heard, supporting their identity and individuality.

Engagement with Parents and Carers: Our policy emphasises the importance of working collaboratively with parents and carers. We maintain open communication channels to support the safeguarding and inclusion of all students, ensuring families are partners in promoting wellbeing and safety.

Collaboration with External Agencies: To enhance our safeguarding and inclusion efforts, we work closely with a wide range of support agencies. This partnership approach allows us to provide targeted interventions and specialist support tailored to the safeguarding risks and needs of our diverse student body.

Supporting Vulnerable Groups: We have a strong commitment to safeguarding vulnerable groups within our community. This includes Looked After Children (LAC), students with special educational needs and disabilities (SEND), and students identifying as LGBTQ+ or in gender transition. Our procedures ensure these groups receive additional care and protection to meet their specific needs and reduce risks of harm or discrimination.

SEND: Students with special educational needs and disabilities are recognised as a vulnerable group in the safeguarding context, whether or not they have a statutory Education, Health, and Care Plan (EHCP). Longfield staff understand that children in vulnerable categories are at greater risk of being bullied or becoming victims of child abuse, including peer-on-peer abuse. Our Safeguarding and Child Protection policy details the procedures for referral and support of children in need and those at risk of harm. All Longfield staff share collective responsibility for safeguarding our students.

LAC: At Longfield, we are committed to supporting the educational, social, and emotional development of Looked After Children (LAC). In line with statutory requirements, LAC benefit from:

- A Designated Teacher to oversee their progress and well-being;
- Tailored academic and pastoral interventions to address barriers to learning and emotional resilience;
- Regular communication with foster carers, social workers, and local authorities to ensure a coordinated approach;
- Priority access to counselling, mentoring, and enrichment opportunities to support their holistic development.

Strategic oversight of LAC provision is embedded within our safeguarding structures. The Designated Safeguarding Lead (DSL) holds overall responsibility for the monitoring, coordination, and support of LAC, working in close collaboration with the Designated Teacher, SENDCo, Heads of School, and external agencies. This ensures joined-up support across pastoral, academic, and wellbeing domains. All staff receive regular training on the specific needs of LAC, and LAC progress is reviewed as part of safeguarding and inclusion monitoring processes.

LBGTQ+ / Students in transition: Leigh Academy Longfield is dedicated to providing a safe, inclusive environment for students identifying as LGBTQ+ or undergoing gender transition. Recognising their increased vulnerability to bullying and discrimination, staff are trained to respond with sensitivity and follow safeguarding procedures aligned with *Keeping Children Safe in Education*. We promote respect and celebrate diversity, ensuring students feel safe to express their identities. Collaboration with specialist external agencies helps us offer tailored pastoral support. Confidentiality and personalised safeguarding plans protect the wellbeing of students in transition. Through these measures, Leigh Academy Longfield ensures all students thrive in a safe and supportive community.

EAL

At Longfield, we recognise that students with English as an Additional Language (EAL) bring valuable linguistic and cultural diversity to our community. We are committed to ensuring that all EAL students can access the curriculum and achieve their full potential.

While the Academy's Language Policies provides guidance on supporting multilingual learners, the Inclusion Policy outlines the following core principles:

- a) **Identification and Assessment:** Initial and ongoing assessments of language proficiency to ensure appropriate support is provided;
- b) **Classroom Strategies:** Adaptive teaching methods such as scaffolding, visual aids, and collaborative learning to support language acquisition;
- c) **Targeted Interventions:** Additional literacy and communication sessions delivered in small groups or individually as needed;
- d) **Parental Engagement:** Effective communication with parents, including translated materials or interpreter services where appropriate;
- e) **Monitoring and Review:** Regular evaluation of student progress to refine support strategies and promote successful integration into school life.

To further support our EAL learners, staff receive ongoing professional development focused on inclusive language strategies, such as culturally responsive teaching and the use of assistive technologies. Leigh Academy Longfield actively promotes linguistic and cultural diversity through curriculum enrichment, assemblies, and the celebration of home languages. Students' linguistic identities are valued as assets, contributing to a globally minded and inclusive school culture.

For full details, please refer to Longfield's [Language Acquisition Policy](#), which outlines our whole-school approach to multilingualism.

Alignment with other IB Policies

Longfield's Inclusion Policy is designed to work in coherence with the four other core IB policies to ensure equity, access, and integrity across all aspects of the MYP. The following connections are integral to our inclusive approach:

- **Language Policy**

Inclusion is closely linked to language access. The Language Policy for literacy, illustrates how Leigh Academy Longfield uses educational research to ensure that all students can develop an advanced proficiency in our main language of instruction, English. The practices identified are designed to support students who are often found to be excluded from such provision, e.g. those with SEND, from low income families or students with low prior attainment.

The Language Policy for language acquisition supports inclusive education by promoting multilingualism, EAL interventions, and valuing students' language identities. Language profiles are shared with inclusion staff to ensure that linguistic diversity is not a barrier to participation or achievement.

- **Assessment Policy**

Our Assessment Policy promotes equity by ensuring that assessments are fair, differentiated, and accessible to all learners. The graduated approach to SEND ensures that assessment arrangements are in place where needed, and inclusive design principles are embedded in assessment planning, moderation, and feedback. Our assessment policy for feedback, illustrates the role of a responsive teacher, to seek misconceptions with all learners.

- **Academic Integrity Policy**

Inclusive practice supports academic integrity by scaffolding research and referencing skills, especially for students with SEND and EAL needs. Tailored interventions help students access academic conventions ethically and independently, minimising unintentional malpractice.

- **Access and Admissions Policy**

Admissions processes prioritise equity and inclusion through fair banding, SEND and EHCP recognition, and early identification of support needs. The Inclusion Team is involved in transition planning, ensuring continuity of provision and access from entry.

Policy Review

The policy will be reviewed every two years or earlier if significant changes occur in legislation, IB guidance, or school requirements. The relevant Head of College and SENCo will lead the review process, working closely with the Inclusion team and consulting students, parents, and external advisors where necessary.

The next full review of this policy is scheduled for **August 2026**.

Leigh Academy Longfield Equality Objectives

The equality objectives will be overseen by Joy Liasu (Senior Leader).

| Objective | Examples of how this will be achieved | Evidence |
|--|---|---|
| <p>1. Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.</p> | <ul style="list-style-type: none"> ● Provide regular feedback and support when needed. ● Monitor performance of student groups and take action as appropriate. ● Designated staff members to support specific groups of students. ● Instil confidence, resilience and self-belief through positive reinforcement and encouragement. ● Provide in-class opportunities for students to develop the character traits in the IB Learner Profile. | <ul style="list-style-type: none"> ● Tracking of different groups through in year achievement data and outcomes from public examinations. This will be reviewed through the regular modular reviews. ● Students present as confident, well-rounded individuals who possess the skill set to help them succeed Post 16 and beyond. |
| <p>2. Reduce the incidence of the use of homophobic, sexist and racist language by students in the school.</p> | <ul style="list-style-type: none"> ● Ensure that all staff receive the training needed to respond effectively. ● Raising awareness for students of what constitutes this form of incident through assemblies and PSHE. ● Clear behaviour policies in place. | <ul style="list-style-type: none"> ● Bullying logs and incident reports. ● PSHE mapping and outcomes. |
| <p>3. Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups in the local community.</p> | <ul style="list-style-type: none"> ● PSHE programme and assemblies correlating with events at different stages of the year. | <ul style="list-style-type: none"> ● PHSE mapping and outcomes. ● Student feedback in relation to assemblies and other events to celebrate cultural diversity. |
| <p>4. To raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role.</p> | <ul style="list-style-type: none"> ● Staff CPD, relevant to the academy's context. | <ul style="list-style-type: none"> ● Outcomes of staff training. ● Lesson observations and learning walks of all lessons, but particularly PSHE. |
| <p>5. Create learning environments that are welcoming, safe and respectful of learners from all communities.</p> | <ul style="list-style-type: none"> ● Use of STAR displays in every classroom. ● Rewards system that encourages hard-work and raises self-esteem. ● Inclusivity at the core of the PSHE programme. ● 'Respect' the first and core value of Longfield 'RAC'. | <ul style="list-style-type: none"> ● Displays around the academy. ● Behaviour logs. ● Student feedback. |