
Inclusion Policy

Category of Policy: Central Education Policy Adapted by School

Willow Tree Park School

Contents

1. Legal Framework.....	1
2. Principles of Inclusion.....	2
3. Belonging and Participation.....	2
4. Inclusion for Students with SEND and complex needs.....	2
5. Vulnerable Groups	3
6. Equality and Diversity	3
7. English as an Additional Language (EAL)	4
8. Looked After Children and Previously Looked after Children	4
9. Ethnic Minority Groups and Race Equality.....	4
10. Cultural and Religious Inclusion.....	5
11. Roles and Responsibilities.....	5
12. Inclusive Curriculum and Learning Environment.....	5
13. Working with Families	6
14. Monitoring and review.....	6
15. Appendix 1 – Revision Log.....	6

Policy Statement

At Willow Tree Park, we believe that every student has the right to feel safe, valued, respected and included.

We recognise that our students come from a wide range of backgrounds and bring with them unique experiences, identities, languages, cultures, beliefs and strengths. We celebrate diversity and are committed to creating an environment where all students can participate fully in school life and achieve their potential.

Our approach is rooted in respect, dignity, equality of opportunity and a commitment to removing barriers to participation. We recognise that some students may experience additional challenges due to disability, communication needs, language differences, ethnicity, religion, culture, gender, family circumstances or social disadvantage.

Through a person-centred approach, we seek to ensure that every student develops a strong sense of belonging and is supported to thrive academically, socially and emotionally.

As a specialist setting for students with complex Special Educational Needs and Disabilities (SEND), we recognise that inclusion is not simply about access to education. Inclusion means ensuring that every student is able to participate meaningfully in school life, develop positive relationships, experience success and prepare for adulthood.

We are committed to creating a culture of belonging where all students feel safe, valued, represented and respected regardless of their background, identity, communication needs, abilities or circumstances.

1. Legal Framework

This policy has due regard to legislation and guidance including, but not limited to:

- Equality Act 2010
- Human Rights Act 1998
- Children and Families Act 2014
- Education Act 2002
- SEND Code of Practice 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE Equality Act 2010: Advice for Schools
- Keeping Children Safe in Education
- Working Together to Safeguard Children

This policy should be read in conjunction with:

- SEND Policy
- Anti-Bullying Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy



- Accessibility Plan
- Staff Code of Conduct

2. Principles of Inclusion

Willow Tree Park is committed to:

- Promoting equality of opportunity for all students.
- Removing barriers to learning and participation.
- Valuing diversity and recognising individual strengths.
- Creating a culture of belonging where every student feels respected.
- Supporting students to develop positive self-esteem and identity.
- Challenging discrimination, prejudice and stereotypes.
- Ensuring students have equitable access to education, enrichment opportunities and wider school life.
- Recognising and celebrating the contributions of all cultures, communities and backgrounds.

We recognise that inclusion is the responsibility of the whole school community and is embedded throughout all aspects of school life.

3. Belonging and Participation

At Willow Tree Park, we believe that a sense of belonging is fundamental to wellbeing, learning and personal development.

We strive to create an environment where every student:

- Feels welcomed and accepted.
- Is respected as an individual.
- Has their voice heard and valued.
- Can participate fully in school life.
- Develops positive and meaningful relationships.
- Experiences achievement and success.
- Feels represented within the curriculum and wider school community.

Staff actively promote a culture of kindness, respect and acceptance where diversity is celebrated and differences are recognised as strengths.

4. Inclusion for Students with SEND and complex needs

As a specialist SEND provision, Willow Tree Park provides education and support for students with a wide range of complex needs, including:

- Autism Spectrum Condition (ASC)
- Severe Learning Difficulties (SLD)
- Communication and Interaction Needs
- Sensory Processing Differences
- Social, Emotional and Mental Health Needs

The school recognises that every student has unique strengths, interests and aspirations.

Inclusion is achieved through:

- Highly personalised learning programmes.
- Individualised communication systems.
- Reasonable adjustments.
- Specialist teaching approaches.



- Therapeutic and multidisciplinary support.
- Sensory-informed practice.
- Person-centred planning.
- Meaningful participation in school and community life.

We recognise that inclusion is not simply about physical presence within a setting but about active engagement, participation, achievement and belonging.

5. Vulnerable Groups

The school recognises that some students may experience additional barriers to participation, learning and achievement.

Particular consideration is given to:

- Students with SEND.
- Students with EAL.
- Students from Ethnic Minority backgrounds.
- Looked After Children (LAC).
- Previously Looked After Children (PLAC).
- Students supported by social care services.
- Students in receipt of Pupil Premium funding.
- Students experiencing emotional wellbeing or mental health difficulties.

The school works proactively to identify barriers and implement appropriate support to ensure all students have equitable opportunities to succeed.

Progress, attendance, wellbeing, engagement and participation are monitored to ensure positive outcomes for all groups of learners.

6. Equality and Diversity

The school actively promotes equality and diversity and does not tolerate discrimination of any kind.

We are committed to ensuring that no student, parent, carer, visitor or member of staff receives less favourable treatment because of:

- Disability
- Race
- Ethnicity
- Nationality
- Religion or belief
- Sex
- Gender reassignment
- Sexual orientation
- Pregnancy or maternity
- Marriage or civil partnership
- Age

We recognise that diversity enriches our school community and contributes positively to learning, wellbeing and personal development.

Students are encouraged to develop an understanding of different cultures, beliefs and perspectives through the curriculum, assemblies, enrichment activities and wider school experiences.

7. English as an Additional Language (EAL)

At Willow Tree Park, we recognise that communication and language are central to learning, wellbeing and inclusion.

Students with English as an Additional Language (EAL) may require additional support to access learning, communicate effectively and participate fully in school life.

We will:

- Value and celebrate students' home languages.
- Encourage students to maintain and develop their first language.
- Use a Total Communication Approach to support understanding and expression.
- Provide visual supports, symbols, AAC systems, Makaton, PECS and other communication strategies where appropriate.
- Work collaboratively with families to understand students' linguistic and cultural backgrounds.
- Ensure staff receive appropriate training to support students with EAL.
- Monitor progress and adapt provision according to individual needs.

We recognise that a limited knowledge of English does not indicate a lack of ability, understanding or potential.

8. Looked After Children and Previously Looked after Children

Willow Tree Park recognises the additional challenges that Looked After Children (LAC) and Previously Looked After Children (PLAC) may experience.

The school is committed to working closely with carers, families, social workers, Virtual Schools and other professionals to promote educational achievement, emotional wellbeing and positive future outcomes.

Staff understand that experiences of trauma, attachment difficulties and disrupted education may impact learning, communication and behaviour.

The school will:

- Maintain high aspirations for all looked-after children.
- Promote stability, consistency and belonging.
- Support attendance, engagement and achievement.
- Ensure Personal Education Plans (PEPs) are implemented effectively.
- Work collaboratively with all agencies involved in supporting the young person.

9. Ethnic Minority Groups and Race Equality

The school promotes a culture where individuals of all ethnicities, races and backgrounds are valued equally.

Racism, racial discrimination, prejudice and harassment are not tolerated and will be challenged promptly and appropriately.

We are committed to:

- Promoting racial equality throughout the school.
- Supporting students to develop pride in their cultural heritage and identity.
- Ensuring representation of diverse cultures and experiences throughout the curriculum.



- Celebrating cultural diversity through learning experiences and school events.
- Supporting students to discuss identity, belonging and difference in a safe and respectful manner.
- Challenging stereotypes and discriminatory attitudes whenever they occur.

Students are encouraged to gain knowledge, understanding and appreciation of different cultures through education, discussion and shared experiences.

10. Cultural and Religious Inclusion

We recognise the importance of cultural, linguistic and religious identity in supporting students' wellbeing and sense of self.

The school will:

- Respect students' cultural and religious beliefs and practices.
- Support students in observing religious customs where appropriate.
- Consider dietary, clothing and religious requirements.
- Provide opportunities for students to celebrate important cultural and religious events.
- Promote understanding and respect for different faiths and worldviews.
- Make reasonable adjustments to support prayer and religious observance where appropriate.

Students will be supported to explore and develop their own beliefs and identities within an environment of mutual respect.

11. Roles and Responsibilities

The governors will:

- Monitor the effectiveness of this policy.
- Promote equality, diversity and inclusion throughout the school.
- Ensure compliance with relevant legislation.

The headteacher will:

- Lead the implementation of this policy.
- Promote a culture of inclusion and belonging.
- Ensure appropriate resources and training are available.
- Monitor equality and inclusion across the school.
- Ensure discriminatory behaviour is addressed appropriately.

All staff will:

- Promote inclusion and equality in their daily practice.
- Model respectful and inclusive behaviour.
- Challenge discriminatory language and behaviour.
- Recognise and respond to barriers to participation.
- Value students' individual identities, experiences and backgrounds.
- Support students to develop positive relationships and mutual respect.

12. Inclusive Curriculum and Learning Environment



The curriculum will reflect and celebrate diversity and provide opportunities for students to:

- Learn about different cultures, communities and perspectives.
- Develop understanding of equality, respect and inclusion.
- Explore identity, belonging and citizenship.
- Challenge stereotypes and discrimination.

The learning environment will:

- Reflect cultural and linguistic diversity.
- Use accessible communication methods.
- Promote positive representation.
- Ensure resources are inclusive and appropriate for the needs of all learners.

Reasonable adjustments will be made to enable students to access learning and participate fully in school activities.

13. Working with Families

Strong partnerships with families are essential in promoting inclusion and supporting student success.

The school will:

- Provide a welcoming and respectful environment for all families.
- Work collaboratively with parents and carers.
- Seek to understand cultural, linguistic and religious factors that may impact learning and wellbeing.
- Provide interpreters or translated information where appropriate.
- Encourage family participation in school events and activities.
- Ensure communication is accessible and inclusive.

Families will be recognised as key partners in supporting students' development, identity and wellbeing.

14. Monitoring and review

This policy will be reviewed yearly or as required. The next review is scheduled for September 2027.

15. Appendix 1 – Revision Log

Date of first publication – September 2026

Revision number	Date of Revision	Nature of Revision
1.		
2.		
3.		
4.		