



BREDON HILL ACADEMY

INCLUSION POLICY

Review Deadline:	November 2026
Review Frequency:	Annual
Author:	BHA - SLT
Reviewer:	BHA - Headteacher
Audience:	Intranet

Rationale

Through our values of Belief, Honesty and Aspiration, Bredon Hill Academy seeks to make our school highly inclusive – a place where everyone feels safe, happy, valued and can thrive. By making our values explicit we are living out our motto: ‘learning together for success’; working as a community to celebrate incremental steps of achievement, irrespective of background.

Bredon Hill Academy believes inclusion is about equity for all, regardless of age, gender, ethnicity, disadvantage, attainment, background or any other identifying or discriminating feature. This means that we seek to be responsive to need, empathetically taking into account varied needs or adverse childhood experiences (ACEs) in order to adapt our provision whilst maintaining the highest possible standards and thereby removing any barriers that prevent full participation in our curriculum, assessments or wider school experiences.

For our pupils, we are committed to providing a rich and ambitious curriculum for all. Additionally, we understand that young people can flourish in moments that exist beyond the classroom and therefore a varied extra-curricular programme, House system, trips, pastoral and wellbeing support all contribute to creating a sense of belonging.

For staff, we are committed to supporting professional development and equity of opportunity at every stage of career development and irrespective of role. We believe that happy and valued staff are in the best possible place to empower pupils. These are values also shared by our MAT, Worcestershire Hills Trust.

Educational Inclusion

We achieve educational inclusion through a cycle of continuous improvement, critically evaluating existing practice and embracing change when it is needed through considering:

- Do all our pupils achieve their best?
- Are there differences in the achievement of different groups of pupils?
- How are we adapting our provision for children who are in danger of not achieving their best?
- Are our actions having the desired impact?
- Is our curriculum preparing pupils for their next steps?
- Is our curriculum and wider provision supporting pupils to thrive and be positive role models in the world beyond Bredon Hill Academy?

We acknowledge that all staff have the responsibility to meet the needs of all pupils in school and ensure they:

- Feel safe and happy
- Know that their contributions are valued
- Appreciate and value diversity
- Experience success
- Are challenged academically
- Are able to participate fully, regardless of any difference

As reflected in our Teaching and Learning Policy, all teachers continuously assess every pupil's attainment and progress.

Wider Provision

Bredon Hill Academy is fully committed to offering a wide range of experiences that go beyond lessons and the National Curriculum to support pupils' personal development, wellbeing and inclusion. This includes, but is not limited to:

- A wide range of lunchtime clubs (timed to maximise participation as most pupils travel to/from school by bus)
- Adapting lunchtime club provision based on need and having tailored clubs based on need and identified gaps (e.g. '80 Days Around the World' addresses cultural diversity; 'Craft Club' supports wellbeing and friendship forming)
- Focused and tailored interventions in tutor time
- A KS3 Enrichment programme covering a wide range of opportunities, including: wellbeing, outdoor learning, dance, board games for wellbeing and photography.
- Workshops
- Visiting speakers
- Trips and residentials

Equity of provision is paramount when planning and implementing extra-curricular provision. Adaptations are made wherever reasonably possible. Engagement is tracked and reviewed.

Whole-School Actions to Support Inclusion

Bredon Hill Academy implements a range of strategies as part of its everyday practice to support inclusion. These include, but are not limited to:

- Having a curriculum that reflects the diversity of society
- Having a curriculum that goes beyond what is contained within the National Curriculum
- Having a curriculum that challenges pupils' experiences of what they encounter in their local environment and context
- Using a Graduated Response (Assess/Plan/Do/Review)
- Tracking attainment and attitude to learning
- Analysing data collected and adapting provision accordingly for groups of pupils or individuals
- Targeted support for pupils by teachers, teaching assistants, pastoral team and/or SLT
- A trauma-informed approach
- A range of pastoral, attendance and academic interventions
- A wide range of wellbeing support, interventions and strategies
- SEND Policy and practice
- Pupil Premium strategy and practice
- Assemblies and PSHE programme
- Supporting Our Families document (under Wellbeing on school website)
- A Behaviour and Relationships Policy based around repairing relationships and centred around inclusion
- Addressing and challenging all forms of discrimination and providing education or re-education to challenge any discrimination
- Active involvement of parents/carers in school life
- Regular communication with parents/carers and other key stakeholders e.g. phone calls, emails, MCAS app, school website, social media, school newsletter
- Involvement of outside agencies when needed

Inclusion for Staff

Leaders at Bredon Hill Academy are committed to supporting all staff to thrive and feel fulfilled in their careers, regardless of individual circumstance or background. Strategies to support this include, but are not limited to:

- Fulfilling equal opportunities legislation during recruitment processes
- Adapting teaching or office spaces according to need
- Adaptive whole-school CPD strategies
- Performance Development targets and reviews
- Individual CPD opportunities/NPQ qualifications
- Adapted working conditions/terms of employment
- Restricting after-school commitments to one per week to support home-life balance and family commitments
- Active staff room
- Clear lines of communication
- Effective line management systems
- 'Open door policy' to school leaders

Monitoring Inclusion

We will monitor inclusion through a range of approaches. These include, but are not limited to:

- Adherence to statutory guidance
- Regular tracking and analysis of pupil attainment, progress, attitude to learning and attendance
- SATs/GL assessment outcomes
- SEND Reviews
- Pupil Premium Champion monitoring/spend review
- Sports Premium monitoring/spend review
- Lesson observations and drop-ins
- School Improvement Partner meetings and evaluations
- Governor involvement
- Pupil, parent/carers and staff voice
- Pupil numbers
- Pastoral/safeguarding staff meetings and outcomes
- Staff retention rates