

Inclusion Policy

Policy Title: Inclusion Policy
Date: February 2026
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Owner: Executive Headteacher
Approval: Governing Board

Incorporating Equal Opportunities, SEMH, and SEND Provision

1. Introduction

Apollo Education serves a diverse community of learners with Social, Emotional, and Mental Health (SEMH) needs and Special Educational Needs and Disabilities (SEND). This diversity is reflected in our student body and staff. We believe every member of our school community makes a unique contribution based on their physical, emotional, and learning needs, as well as their cultural, religious, and socio-economic backgrounds. These differences are used to enrich the learning environment and promote an inclusive setting without ever restricting opportunity.

2. Aims

Apollo Education is committed to the following:

- **Safety and Respect:** Providing a secure environment where all members and visitors are respected and valued.
- **High Expectations:** Ensuring inclusion for all learners to enable them to fulfil their potential regardless of personal characteristics or circumstances.
- **Belonging:** Promoting positive values, good behaviour, high attendance, and a sense of pride and belonging.
- **Community Cohesion:** Making significant contributions toward a unified and cohesive community.

3. Objectives

To achieve our mission, Apollo Education will:

- **Monitor and Evaluate:** Track progress and achievement to narrow any gaps between learners of different genders, developmental needs, and backgrounds.

- Parental Engagement: Encourage parents and carers from all ethnic and social groups to be involved in the school's development and their children's learning.
- Awareness: Promote equal opportunities and gender/race equality as an integral part of the curriculum.
- Challenge Discrimination: Directly challenge negative behaviours or discrimination based on an individual's personal characteristics.
- Incident Reduction: Monitor and reduce the number of racist or discriminatory incidents within the school.

4. Inclusion, Equal Opportunities, and Personalisation

At Apollo Education, inclusion is a process where the school responds to all learners as individuals. We refine our structures, curriculum, and resource allocation to enhance equality of opportunity.

Defining Inclusion and Equality

- Diversity: Inclusion is defined by how we respond positively to diversity and celebrate difference.
- Membership: Learners and staff are "included" when they are viewed as equal members of the community.
- Effective Learning: Equality is determined by the delivery of effective learning experiences for all pupils.
- Equitable Treatment: We recognize that treating children "equally" does not always mean treating them the same; we focus on meeting individual needs to ensure every child can achieve.
- Removing Barriers: Our focus is on tackling specific barriers to learning so that every pupil—particularly those with SEMH and SEND—can fulfill their potential.

5. Supporting SEMH and SEND Needs

At Apollo Education, we recognise that inclusion for pupils with Social, Emotional, and Mental Health (SEMH) needs and Special Educational Needs and Disabilities (SEND) requires a personalized approach. We refine our structures and the allocation of resources specifically to enhance equality of opportunity for these learners. Personal Learning Plans: We deliver effective, individualized learning experiences to ensure all pupils can fulfill their potential.

- Adaptive Environment: We provide a safe and secure learning environment where every student, regardless of their developmental or physical needs, is respected and valued.
- Removing Barriers: Our primary focus is on tackling specific barriers to learning that may arise from a pupil's emotional or learning profile.
- Celebrating Difference: We view diversity as an enrichment to the whole group and celebrate the unique contributions of our SEMH and SEND learners.

6. Monitoring and Accountability

To ensure this policy remains effective and active, Apollo Education will:

- Progress Tracking: Monitor and evaluate the progress, achievement, and attainment of pupils with different developmental needs.
- Gap Analysis: Work specifically to narrow any gaps in success between different groups within the school.

- Stakeholder Inclusion: Ensure that staff, learners, and parents are viewed as equal members of our community.

The policy specifically states it should be read in conjunction with:

- Equal Opportunities: Integrating the principle that all members of the school community have unique contributions to make.
- Race Equality: Focusing on monitoring, evaluating, and reducing the number of racist incidents.
- Gender Equality: Promoting awareness of gender equality as an integral element of the school curriculum.
- Special Educational Needs and Disabilities (SEND): Responding to learners' physical, emotional, and learning needs.
- Behaviour and Attendance: Promoting positive values, good behaviour, and high attendance as a sense of pride and belonging.
- Safeguarding: Providing a safe and secure learning environment in which all members and visitors are respected and valued.
- Curriculum and Personalisation: Refining the curriculum and the allocation of resources to enhance equality of opportunity for all.