Inclusion Policy

Approved	**Hujjat School Trust Board**
Date	**January 2026**
Owner	**David Syed**
Review By	**January 2027**

HUJJAT PRIMARY SCHOOL

VISION

Hujjat Primary School will be a happy and inclusive school inspired by Islamic values. A place where children can indulge their curiosity, develop a love for learning and build the foundation to become ethical, responsible and inspirational members of society.

MISSION

To nurture children within a safe and caring learning environment to realize their full potential academically, physically, spiritually, emotionally and socially. We believe that true education is not just about acquiring skills and achieving standards, but facilitating the well-being and growth of every child's mind, body and spirit in the best possible way.

VALUES

- Compassion
- Respect
- Service
- Integrity
- Gratitude
- Excellence

Introduction

Our aim at Hujjat Primary School is to value the individuality of all our children. We are committed to providing an inclusive education for all and giving each child at our school every opportunity to achieve their full potential, to foster an attitude of a love for learning and enabling the opportunity for every pupil to be empowered and inspired for the next stages in their lives. This policy helps to ensure that this happens for all the children in our school – regardless of disability, age, gender, ethnicity, attainment, or background.

'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.' (**The National Curriculum for England, July 2013, DfE**)

Aims and Objectives

At Hujjat Primary School we have consistently high expectations of all pupils and we acknowledge that each pupil has individual and unique needs. We plan lessons and experiences to meet the needs of all students. We recognise that different children will require different types of support for different lengths of time and that, in order for all children to succeed, we need to plan for these needs accordingly.
This means that equality of opportunity must be a reality for all our children. We are committed to providing an inclusive environment through the attention we pay to the different groups of children within our school:

- girls and boys
- minority ethnic and faith groups
- disadvantaged children i.e. those pupils for whom we receive pupil premium
- children who need support to leant English as an additional language
- children with special educational needs and disabilities
- children with medical needs
- any children who are at risk of exclusion
- children with additional learning needs
- looked after children and children previously in care
- Children who are known to social services and the children of parents who have opted for Harrow Early Support
- Children known or suspected to be young carers
- Any child who is otherwise believed to vulnerable (for example those who have been to be referred to social services for whom there is no child in need pan or child protection plan
- Any child considered to be vulnerable for any other reason

At Hujjat Primary School the National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children through high quality teaching and interaction. We do this through:

- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of

pupils
- Adapting work and learning so that it meets the needs of every child.
- follow the school roadmap for children with special needs
- providing other curricular opportunities outside the national curriculum to meet the needs of individuals or groups of children
- a commitment to the 'extended schools' provision – delivering services beyond the usual classroom roles

At Hujjat Primary School

At Hujjat Primary School we aim to achieve educational inclusion by continually reviewing what we do through providing a supportive environment with meaningful access to a broad and balanced curriculum. Inclusion may be defined as involving "the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation" (**Index for Inclusion, Booth & Ainscow 200:13**). Inclusion affects culture, policies and practices, responding to diversity within school and community.

Key Principles

In order to manage the effective provision of an inclusive education at Hujjat Primary School:
- All children are equally valued whether or not they have special or additional educational needs. Children present a rich and diverse range of strengths and needs. Inclusion is achieved when this is recognized and regarded positively.
- Children are entitled to receive, with a suitable peer group, a broad, balanced and relevant curriculum, in the least restrictive environment. The school will make reasonable adaptations to allow this to happen. Parents and children (if appropriate) are consulted about the adaptations that are necessary to ensure inclusion.
- All children and their parents are entitled to be treated with respect and should be actively encouraged to make their views known so that they can be taken into account. All arrangements should protect and enhance the dignity of those involved.
- The development of inclusive practice will support in meeting individual needs of children. A range of flexible responses should be available to meet such needs, and to accommodate their diversity.
- All planning should be based on inclusive principals. Inclusion requires ongoing strategic planning at school, year group, class and individual pupil level.
- The principal of inclusion extends across the all work of the school as an institution. It is an issue for all staff rather than the exclusive responsibility of a particular group of individuals.
- Inclusion requires both extension of the application of existing skills and the development of new ones. All staff will be supported through this process and have access to a range of appropriate courses, advice, and resources.
- All pupils should receive a broad and balanced curriculum that recognises their different talents and learning styles and addresses the specific nature of any particular special needs.

The following Inclusion Policies should be referred to in order to understand the school's approach to inclusion in specific cases:
- Attendance Policy
- Anti- bullying Policy
- Behaviour Policy
- Pupil Premium Policy
- Safeguarding and Child Protection Policy
- Teaching and Learning Policy
- SEND Policy

Reference should also be made to the following guidelines:
- Equalities Statement and Equality Objectives

- Accessibility plan
- Special Educational Needs and Disability Offer

These policies will be monitored and reviewed regularly by the board of trustees. Implementation of the Inclusion Policies will be the responsibility of the Head Teacher and Inclusion Leader. All staff will be made aware of their responsibilities in relation to the school's Inclusion Policies.

Teaching and learning style

We aim to give all children at Hujjat Primary School the opportunity to succeed and reach the highest level of personal achievement and citizenship. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving to their potential. We maintain an on-going assessment of each child's progress and teachers use this information when planning their lessons thereby enabling them to take into account the abilities of all their children.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. Teachers ensure that children:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- are taught in groupings that allow them all to experience success
- use materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that includes a range of different learning styles
- have challenging targets that enable them to strive and push themselves
- are encouraged to participate fully, regardless of disabilities or medical needs.

Summary

At Hujjat Primary School we value each child as a unique individual. We will strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion