



**Kildrum
Primary School**

Inclusion Policy

Everyone Included, Everyone Valued, Everyone Achieving

Introduction

At Kildrum Primary School, inclusion is at the heart of everything we do. We are committed to ensuring that every child feels valued, respected, safe and able to participate fully in school life. We recognise that all learners are unique and strive to remove barriers to learning, achievement and wellbeing. This policy is informed by national and local guidance, including HGIOS4, GIRFEC, UNCRC and the Equality Act 2010.

Policy Rationale

We believe inclusion means everyone feels they belong and can participate, achieve and thrive. We recognise that barriers to inclusion can arise from a wide range of needs, experiences and circumstances. Diversity enriches our school community, and we are committed to promoting equity by providing the support, adaptations and opportunities individuals require to succeed.

Aims

We aim to:

- Ensure every child feels safe, respected and included.
- Promote equity, fairness and high expectations.
- Remove barriers to learning and participation.
- Celebrate diversity and challenge discrimination.
- Foster positive relationships and a sense of belonging.
- Support all learners to achieve their potential.

Our School Values

At Kildrum Primary, our shared values guide every interaction and decision:



Respect: We are kind and listen to everyone. We care for ourselves, our school and the world.



Learning: We are curious and try our best, so we can discover new things.



Responsibility: We are accountable for our actions and our choices. We look after ourselves, others, and our planet.



Nurturing: We are caring and supportive of each other, creating a safe and happy place where everyone feels valued.



Creativity: We are imaginative and explore new ideas, allowing our unique talents to shine.



Inclusion: We are a team where everyone belongs.

These values were agreed in consultation with pupils, parents/carers, staff and partner agencies and are embedded in our curriculum, relationships, and everyday routines.



Created: May 2026
Last Review: August 2026
Next Review: August 2028

Inclusion at Kildrum Primary School means:

- All children are valued members of their class and the wider school community.
- Diversity is visible and celebrated throughout the curriculum.
- Children have equitable access to learning experiences, opportunities and resources.
- Reasonable adjustments are made to support participation.
- Pupils are supported to develop a positive understanding of themselves and others.
- Learning environments are welcoming, accessible and responsive.
- Children and families are listened to and involved in decisions affecting them.

Equality, Diversity and Inclusion

Kildrum Primary School is committed to promoting equality and preventing discrimination. We actively promote inclusion in relation to:

Gender

We challenge gender stereotypes and ensure that opportunities, expectations, resources and experiences are accessible to all learners regardless of gender.

Gender Identity

All pupils and staff will be treated with dignity and respect. We will support children and young people to be recognised and included in ways that respect their identity and wellbeing.

Sexual Orientation

We promote understanding, respect and acceptance of different family structures and sexual orientations. Homophobic

language or behaviour will be challenged appropriately.

Ethnicity, Race and Culture

We celebrate the cultural diversity within our school and wider community. Racism, racial prejudice or discriminatory language will be addressed immediately.

Religion and Belief

We respect individuals of all faiths and beliefs, as well as those with no religious belief. Differences in belief are valued as part of our diverse community.

Disability

We will make reasonable adjustments to ensure children, young people and staff with disabilities can participate fully in school life.

Children Affected by Poverty

Consistent with Scottish Government guidance and the principles of equity, Kildrum Primary School recognises that poverty can create significant barriers to participation, wellbeing and attainment.

We are committed to reducing the impact of poverty-related barriers by:

- Promoting dignity and respect for all families.
- Avoiding practices that inadvertently identify or stigmatise children
- experiencing financial hardship.
- Ensuring all pupils can participate fully in learning and school life.
- Providing access to support, resources and opportunities wherever possible.
- Being mindful of financial pressures when planning activities, events and home learning.

Further guidance can be found in the school's Cost of the School Day Policy.

At Kildrum Primary School, we recognise that care-experienced children may face additional barriers to participation, wellbeing and attainment.

We are committed to ensuring that care-experienced learners:

- Feel safe, supported and included within the school community.
- Experience high expectations and aspirations.
- Have trusted adults who know them well and advocate for their needs.
- Are supported through periods of transition or change.
- Have equitable access to all opportunities, experiences and wider achievement activities.

Staff recognise that care experience can affect children in different ways and that individual circumstances should never define expectations of a learner.

The school will work closely with families, carers, social work services and partner agencies to ensure that appropriate support is in place and that children experience continuity, stability and belonging.

Planning, Tracking and Monitoring

Care-experienced children will be subject to enhanced tracking and monitoring of:

- Wellbeing
- Attendance
- Engagement
- Participation
- Attainment and achievement

Care-experienced children and young people will normally have a GIRFMe Plan in place to ensure strengths, needs, supports and next steps are clearly identified and reviewed.

In exceptional circumstances, a GIRFMe Plan may not be required. This decision should only be made following discussion with parents, carers and relevant partners. An example may be a child who has been adopted, is well-settled within their family environment and is not experiencing barriers to learning, wellbeing or participation requiring targeted intervention.

The presumption, however, is that care-experienced learners will benefit from enhanced planning, tracking and review arrangements to ensure emerging needs are identified and addressed promptly.

Young Carers

We recognise that some children and young people have caring responsibilities for family members due to illness, disability, mental health difficulties, substance misuse or other circumstances.

Young carers may experience additional challenges including:

- Fatigue
- Anxiety
- Attendance difficulties
- Reduced time for learning, recreation or social activities
- Emotional stress

The school is committed to identifying and supporting young carers sensitively and appropriately.

We will:

- Create an environment where young carers feel understood and supported.
- Work closely with families and partner agencies.
- Consider individual circumstances when planning support.
- Minimise barriers to participation, learning and achievement.
- Ensure young carers can access opportunities available to their peers.

We value the linguistic and cultural diversity that children and families bring to our school community.

We will:

- Create a welcoming environment for children and families whose first language is not English.
- Value and celebrate home languages and cultural backgrounds.
- Support learners to develop confidence and competence in English while maintaining pride in their home language.

- Use appropriate strategies and resources to make learning accessible.
- Work collaboratively with families and support services to meet learners' needs.

Staff should recognise that learning English as an Additional Language is distinct from having additional support needs and should avoid making assumptions about children's abilities based on language acquisition.

Neurodiversity and Additional Support Needs

At Kildrum Primary School, we recognise neurodiversity as a natural and valuable part of human variation.

This includes, but is not limited to:

- Autism
- ADHD
- Dyslexia
- Dyspraxia/DCD
- Dyscalculia
- Tourette's Syndrome
- Developmental Language Disorder
- Sensory Processing Differences

We recognise that many difficulties experienced by neurodivergent pupils arise not from the child themselves, but from barriers within the environment. Our role is to identify and remove these barriers wherever possible.

Assessment and Planning

The school uses the CIRCLE Framework to evaluate and improve:

- The learning environment
- Structures and routines
- Relationships
- Teaching approaches

Staff use CIRCLE principles to identify barriers and plan supports that enable all learners to participate successfully in school life.

Where additional advice is required, school staff will seek guidance from:

- The School Educational Psychologist
- The Cluster Improvement and Integration Lead (CIIL)
- North Lanarkshire Additional Support for Learning Services
- NAIT (National Autism Implementation Team)
- Other relevant partner agencies

Strategies, interventions and supports will be recorded, reviewed and monitored through the child's GIRFMe Plan or other relevant planning documents.

Creating Predictable and Safe Environments

Every classroom must:

- Display a daily visual timetable.
- Update the visual timetable throughout the day.
- Use visual supports consistently.

In addition:

- A whole-school weekly visual timetable will be displayed in the main hall.
- Some pupils may require individual visual timetables covering shorter periods of time.
- Visual supports should be embedded throughout the school environment.

Every classroom must contain:

- A Calm Corner
- A Calm Kit

Calm Kits may include:

- Breathing exercises
- Fidget resources
- Sensory tools
- Visual regulation aids
- Grounding activities

These resources are available to support emotional regulation and wellbeing.

Regulation and Movement

Some learners will require additional strategies, including:

- Movement breaks
- Sensory breaks
- Flexible seating
- Alternative methods of recording work
- Access to sensory equipment
- Alternative working environments

Advice should be sought from NAIT, Educational Psychology and other support services where appropriate.

All agreed strategies should be recorded within the child's GIRFMe Plan or relevant support documentation.

Unstructured Time

Children should not routinely be given unstructured "free time" during lessons.

Where learning activities have been completed, staff should provide meaningful, planned and purposeful follow-on activities.

Similarly, children should not routinely be sent to the playground during class time without structure, supervision and a clearly identified purpose.

Unstructured time can create uncertainty, anxiety and dysregulation for some learners, particularly neurodivergent pupils, and may become a trigger for distressed or unwanted behaviour.

Inclusive Practices

Learning and Teaching

Staff will:

- Plan learning using inclusive approaches.
- Differentiate appropriately while maintaining high expectations.
- Use a wide range of teaching methodologies.
- Ensure resources reflect diversity positively and authentically.
- Make reasonable adjustments where required.
- Promote participation, engagement and achievement for all learners.

Inclusive Resources and Curriculum: Representation and Diversity

- Staff should ensure that:
- Reading books reflect diverse families, cultures and identities.
- Learning materials include positive representation of disability and neurodiversity.
- Resources reflect a range of ethnicities, cultures and faiths.
- Textbooks and teaching materials are reviewed regularly for bias or stereotypes.

Where stereotypes are encountered in books, texts, media or learning resources, they should be highlighted and discussed critically with learners.

This may include stereotypes relating to:

- Gender
- Disability
- Neurodiversity
- Ethnicity
- Religion
- Family structures
- Occupations
- Socio-economic background

Inclusive Play Resources

Where possible:

- Dolls and figures should represent a range of ethnicities.
- Resources should include visible disabilities.
- Toys should challenge stereotypes rather than reinforce them.
- Role-play resources should reflect diverse occupations, cultures and families.

Literacy Accessibility and Dyslexia Supports

- Where pupils display indicators associated with dyslexia or visual stress:
- Coloured acetate overlays may be provided.
- An assessment should be undertaken to identify which colour is most effective.
- Digital accessibility tools should be considered routinely.

These may include:

- Clicker
- Immersive Reader
- Speech-to-text software
- Text-to-speech software
- Predictive text
- Digital recording tools

Where additional assessment, training or support is required, referrals may be made to the SAM Group.

The SAM Group may provide:

- Staff training
- Assessment and advice
- Classroom strategies
- Additional intervention guidance
- Support tools should be viewed as accessibility aids rather than indicators of ability.

Inclusive Practice Expectations

Grouping of Pupils

- Children should never be asked to pick their own teams.
- Staff should create teams fairly and inclusively.
- Staff should ensure that no child is routinely isolated or left until last.

Lining Up and Organisation

- Children should not routinely line up "boy, girl, boy, girl".
- Alternative inclusive methods of organisation should be used.
- Staff should recognise that not all children identify within a gender binary.

Participation in PE

Children who cannot participate physically due to injury, illness, sensory needs, emotional regulation needs or other circumstances should be provided with a meaningful alternative learning activity.

Examples include:

- Observation tasks
- Skills analysis
- Peer coaching
- Leadership tasks
- Recording scores or results
- Health and wellbeing activities

Children should not routinely sit disengaged from learning during PE lessons.

Religious Observance, RME and RSHP

Where a child is withdrawn from:

- Religious Observance
- Religious and Moral Education
- Relationships, Sexual Health and Parenthood Education

teachers must provide an alternative meaningful learning activity.

This activity should:

Be purposeful
Respect family wishes
Continue learning
Avoid stigmatising or isolating the child

All members of our school community are expected to:

- Treat others with dignity and respect.
- Use respectful language.
- Challenge prejudice and discrimination.
- Demonstrate empathy and kindness.
- Support the wellbeing of others.

Bullying or discrimination relating to any protected characteristic, neurodiversity, additional support need or perceived difference will be addressed through school procedures.

Recognising Discrimination

- Discrimination can include:
- Exclusion from activities
- Derogatory comments
- Mocking or imitation
- Stereotyping
- Differential treatment
- Failure to provide reasonable adjustments
- Low expectations based on identity or circumstance

Staff must remain alert to both intentional and unintentional discrimination and challenge it appropriately.

Pupil Voice and Partnerships

Pupil Voice and Participation

All children should have opportunities to influence decisions affecting them.

Staff will:

- Seek and act upon pupil voice.
- Use accessible methods of consultation.
- Make adjustments to ensure all learners can express their views.
- Consider children's views when planning support and interventions.
- Particular attention should be given to ensuring vulnerable and neurodivergent learners are heard.

Working with Families and Partners

We will:

- Work collaboratively with parents and carers.
- Respect family knowledge and expertise.
- Engage effectively with partner agencies.
- Involve families in planning and reviewing support.
- Communicate openly and respectfully.

Financial Inclusion

We recognise that financial pressures can create barriers to participation and achievement.

The school will seek to minimise financial barriers wherever possible and ensure children are not disadvantaged because of family circumstances.

Further details are provided within the school's Cost of the School Day Policy.

Inclusion extends to all adults within our school community.

Kildrum Primary School is committed to ensuring staff:

- Feel valued, respected and supported.
- Have equitable access to professional learning.
- Are free from discrimination and harassment.
- Can request reasonable adjustments.
- Are supported in relation to disability, health needs and neurodiversity.

Professional Standards

Promoting inclusion is a core professional responsibility.

All staff are expected to work in accordance with:

- GTCS Professional Standards
- North Lanarkshire Council Code of Conduct for Employees
- Child Protection Procedures
- Confidentiality and Data Protection Guidance

Professional Conduct and Inclusive Language

Staff have a responsibility to promote inclusion at all times, including within staffrooms and other staff-only areas.

Staff should be mindful that:

- Language shapes culture.
- Assumptions and stereotypes contribute to exclusion.
- Discussions about children, families and colleagues must remain professional, respectful and confidential.
- Comments relating to disability, neurodiversity, poverty, care experience, ethnicity, religion, gender or sexuality must never undermine individual dignity.

Staff should challenge discriminatory language, attitudes and behaviours whenever they are encountered.

As a professional rule of thumb, staff should consider whether comments made about a child, family or colleague would be appropriate if heard directly by the person concerned. If not, the language should be reconsidered.

These indicators support our commitment to ensuring that every child is welcomed, valued, respected and supported to participate fully in the life and work of the school.

QI	Title	Why It Matters
1.1	Self-evaluation for self-improvement	Ensures inclusive practice is regularly reviewed and improved through stakeholder voice and evidence.
1.3	Leadership of change	Promotes a shared vision of inclusion where all children are valued, supported and able to succeed.
2.1	Safeguarding and child protection	Creates a safe, nurturing environment where every child feels respected, protected and included.
2.2	Curriculum	Ensures learning experiences are accessible, meaningful and appropriately differentiated for all learners.
2.3	Learning, teaching and assessment	Supports high-quality inclusive pedagogy, personalised support and equitable participation.
2.4	Personalised support	Meets individual needs through targeted interventions, universal supports and effective planning.
2.5	Family learning	Builds strong partnerships with families to support inclusion, wellbeing and achievement.
2.7	Partnerships	Strengthens support networks through collaboration with educational, health and community partners.
3.1	Ensuring wellbeing, equality and inclusion	Places equity, belonging and children's rights at the centre of school life.
3.2	Raising attainment and achievement	Ensures all children, including those facing barriers, make appropriate progress and experience success.

UNCRC - Key Articles

These articles support pupil rights, voice, emotional safety, and inclusive practice:

Article	Theme
2	Non-discrimination
3	Best interests of the child
12	Respect for the views of the child
13	Freedom of expression
23	Rights of children with disabilities
24	Right to health and wellbeing
28	Right to education
29	Aims of education, including development of talents and abilities
30	Respect for cultural, linguistic and religious identity

Monitoring and Evaluation

The impact of this policy will be monitored through:

- Self-evaluation using HGIOS4 and How Good Is OUR School?
- Pupil, staff and parent feedback
- Analysis of participation and attainment data
- GIRFMe and ASN reviews
- Wellbeing indicators
- Learning visits and quality assurance activities
- Professional dialogue with staff

This policy will be reviewed regularly to ensure alignment with legislation, Scottish Government guidance and the evolving needs of the school community.

Review Cycle

This policy will be reviewed every two years or sooner if required due to changes in legislation or guidance. The next scheduled review is **June 2028**.

