Whole-School Inclusion Strategy

Vision

Our school is committed to **creating an environment where every child feels safe, valued and able to succeed.** Inclusion is at the heart of our ethos, ensuring all pupils—including those with SEND and disadvantage—**belong, participate and achieve.** We believe that

- Every child has the right to belong.
- Every child can achieve with the right support.
- Diversity enriches our school community.
- Barriers to learning must be identified early and removed.
- Inclusion is everyone's responsibility.

This strategy ensures that all pupils- regardless of need, background, or starting point can participate fully in school life. Through high-quality teaching, equitable access, a rich, inclusive curriculum alongside strong partnerships with families and external agencies.

We recognise our cohort by drawing on demographic intelligence (e.g. deprivation, SEND profiles and barriers to participation), ensuring provision is **solution-focused, not data-driven alone**, and rooted in **knowing our community well**.

Identifying and Meeting SEND Needs

We identify needs early through:

- Baseline assessment, teacher observation, and graduated response
- Strong collaboration with families and external professionals
- Continuous monitoring of engagement, participation, and outcomes

Common needs typically include:

- Communication and interaction
- Cognition and learning
- SEMH (including trauma-informed needs)
- Physical and sensory needs

Provision is structured through:

- **High-quality adaptive teaching (universal)**
- **Targeted interventions (small group/short-term)**
- **Specialist support (individualised and external agency involvement)**

We prioritise **early intervention and removing barriers to participation**, rather than narrowing curriculum access.

Once a concern is raised, the SENDCo and class teacher follow a structured pathway to determine next steps. This can include the Graduated response (Assess, plan, do, review cycle).

Embedding Inclusion Through Everyday Teaching – ensuring most needs are met within the classroom, not outside.

Inclusive practice is the foundation of all teaching:

- Maintain predictable routines
- Scaffolded instruction (visual prompts, sentence starters, modelling)
- Chunked instructions
- Flexible grouping and mixed-attainment approaches
- Adapted resources and assistive tools
- Communication support (symbol cards, simplified language, pre-teaching)
- Provide opportunities for oracy and discussions.
- Trauma-informed classroom environments
- Emotional coaching techniques in all classrooms

Teaching ensures all pupils:

- Access the **same ambitious curriculum**
- Experience **success and challenge**
- Develop **confidence, independence, and self-advocacy**

Addressing the 7 Key Themes

1. Ambitious Leadership and Governance

- Inclusion is a **core strategic priority**, championed by leaders and governors
- Governors monitor equity, participation and SEND outcomes
- Leaders ensure **inclusive curriculum design**, staff training, and accountability
- Strategic use of funding (SEND, Pupil Premium, Inclusive Mainstream Fund)

We actively evaluate:

- Access to enrichment
- Representation in leadership opportunities (e.g. school council participation)

2. Evidence-Based Support & Early Intervention

- Graduated response (Assess–Plan–Do–Review)
- Evidence-informed interventions (literacy, SEMH, speech & language)
- Early identification in EYFS and KS1
- Tracking both attainment and **participation/engagement**

We emphasise:

- Removing barriers quickly
- Avoiding over-reliance on withdrawal models

3. High-Quality Teaching for All

- Adaptive teaching is the **first and most important intervention**
- Inclusive pedagogy includes:
    - Visual and structured approaches
    - Scaffolded talk and oracy
    - Flexible outcomes
- Staff trained in:
    - SEND strategies
    - Trauma-informed approaches
    - Inclusive PE and enrichment

4. Accessible, Enriching Provision Beyond the Classroom

Our enrichment framework ensures **equity of access across all areas**:

Key Principles:

- Adaptation removes barriers
- Financial support ensures access
- Multiple roles enable participation
- Activities build confidence and belonging

Provision includes:

- **Sport & PE:** adapted equipment, inclusive roles, non-competitive opportunities
- **Arts & Culture:** sensory-friendly sessions, diverse representation, subsidised visits
- **Outdoor Learning:** flexible residentials, adapted risk assessments
- **Civic Engagement:** inclusive school council, democracy education, volunteering

- **Life Skills:** cooking, financial literacy, communication scaffolds

We are actively:

- Tracking participation by group
- Addressing gaps in access

5. Safe and Respectful Culture

- A **trauma-informed approach** underpins behaviour and relationships
- Strong emphasis on belonging, voice and representation
- Inclusive pupil leadership opportunities
- Anti-bullying and equality practices embedded

We promote:

- Emotional literacy
- Safe spaces and regulation strategies
- Positive relationships and respect

6. Strong Partnerships with Families and Services

- Co-production with parents/carers
- Clear communication adapted to family needs
- Partnership with:
    - Educational psychologists
    - Speech & language therapists
    - Social care and health services

We are also:

- Supporting families facing financial barriers (e.g. subsidised enrichment)
- Engaging community partners (care homes, charities, local groups)

7. Inclusive Environments and Accessibility

We ensure:

- Physical accessibility (adapted spaces, equipment)
- Sensory-aware environments (quiet spaces, flexible seating)
- Communication-friendly classrooms

- Adapted materials and assistive technology

Activities are designed so:

- Participation is expected for all
- Adaptation replaces exclusion

Monitoring and Evaluation

We evaluate impact through:

- Progress and attainment data
- Participation tracking across all enrichment
- Pupil voice (including SEND pupils)
- Attendance and wellbeing indicators

Next steps include:

- Deepening understanding of demographic need
- Strengthening tracking of equitable participation
- Expanding adapted roles across provision

Conclusion

Our strategy ensures inclusion is:

- **Built into teaching, not bolted on**
- Reflected in **every learning experience**
- Focused on **belonging, opportunity and achievement for all**

By combining strong leadership, inclusive pedagogy and a rich, accessible enrichment offer, we ensure every pupil develops as a **confident, capable and valued member of the school community**.

Our strategy aligns with the Equality Act 2010, SEND Code of Practice, Safeguarding requirements and Accessible planning