

INCLUSION STRATEGY

Overview

This policy for Inclusion is underpinned by the school's generic curriculum policy for foundation and core subjects that sets out guidelines, practice and expectations that should be adhered to across the school.

The areas covered in the generic curriculum policy are as follows:

- Curriculum coverage
- Teaching and learning guidelines
- Roles and responsibilities
- Inclusion
- Assessment, recording, monitoring and reporting
- Key competencies

This Inclusion Strategy should be read alongside the SEND Policy, Accessibility Plan, Equality Information and Objectives, Behaviour Policy, Safeguarding Policy, Attendance Policy, Medical Needs arrangements and Complaints Procedure.

Statutory and Legislative Framework

This strategy is informed by current statutory guidance and legislation, including the Children and Families Act 2014, the Equality Act 2010, the Public Sector Equality Duty, the SEND Code of Practice: 0 to 25 years, Keeping Children Safe in Education, Working Together to Improve School Attendance, and statutory guidance on supporting pupils with medical conditions at school. The school will also ensure that this strategy aligns with its SEND Information Report, Accessibility Plan, Equality Information and Objectives, Behaviour Policy, Safeguarding Policy, Attendance Policy, Medical Needs arrangements and Complaints Procedure.

Definition and Scope of Inclusion

Inclusion at Bridstow means removing barriers so that every child can belong, participate, learn and flourish. This includes pupils with SEND or disabilities, pupils eligible for pupil premium, pupils with medical needs, pupils with social, emotional or mental health needs, pupils experiencing attendance barriers, children who are looked after or previously looked after, pupils with English as an additional language, more able pupils, and any child whose circumstances may make them vulnerable at a particular time.

1) Aims and Opportunities

1.1 Aims

At Bridstow CE Primary School, we believe that every child is a valued member of our school family and should be able to achieve and flourish regardless of need, background, ability or circumstance. Through our Christian values and caring ethos, we aim to remove barriers to learning and participation so that all pupils can access a broad, balanced and ambitious curriculum and participate fully in school life.

Our curriculum promotes pupils' spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of later life. Lessons are planned and differentiated to meet the needs of our mixed-age classes and those with learning difficulties.

We aim to:

- Create an inclusive culture where every child feels safe, valued and respected.
- Ensure high quality adaptive teaching is the first response to meeting pupils' needs.
- Identify barriers to learning and participation at the earliest opportunity.
- Work collaboratively with families and external agencies.
- Promote positive wellbeing, attendance and engagement.
- Enable all pupils to access enrichment opportunities, educational visits and wider school experiences.

- Develop independence, resilience and confidence within all learners.
- Ensure all staff have the knowledge and skills required to support inclusion effectively.

These aims reflect the Department for Education's seven principles of inclusion.

2) Organisation and Planning

2.1 What Inclusion Looks Like in Our School

At Bridstow CE Primary School, inclusion is everyone's responsibility.

Inclusive practice is embedded throughout the school and is not viewed as a separate provision.

All staff are responsible for ensuring pupils can access learning and participate fully in school life.

Children are supported through:

- High quality adaptive teaching.
- Differentiated learning opportunities.
- Appropriate scaffolding and support.
- Reasonable adjustments where necessary.
- Access to targeted interventions.
- Positive relationships with trusted adults.
- A nurturing and supportive learning environment.
- Strong partnership working with families.

Inclusion is considered when planning learning, enrichment activities, school visits, clubs and all aspects of school life.

Reasonable adjustments may include adaptations to teaching approaches, resources, communication, routines, classroom organisation, sensory provision, access arrangements, assistive technology, or the wider school environment where this supports pupils to access learning and participate fully.

2.2 Early Identification and Graduated Support

The school recognises the importance of identifying barriers to learning and participation as early as possible.

Identification may be informed by:

- Teacher observations.
- Assessment information.
- Attendance and behaviour data.
- Discussions with pupils and families.
- Advice from outside agencies.
- Wellbeing and pastoral concerns.

Where concerns are identified, staff follow a graduated approach:

- Assess
- Plan
- Do
- Review

Support is regularly monitored and adapted according to pupil need. This approach is consistent with Department for Education guidance on inclusive practice and early intervention.

2.3 High Quality Adaptive Teaching

High quality teaching is the most important factor in securing positive outcomes for all pupils.

Teachers will:

- Have high expectations for all learners.
- Adapt teaching to meet individual needs.
- Use assessment to inform planning.
- Provide scaffolds and supports where appropriate.
- Explicitly teach vocabulary.
- Use visual supports and modelling.

- Promote pupil independence.
- Ensure learning remains ambitious and accessible.

Teaching assistants will support pupils in accessing learning whilst promoting independence and participation.

2.4 Pupil Wellbeing and Belonging

We believe children learn best when they feel safe, included and valued.

The school will:

- Promote positive behaviour and relationships.
- Celebrate diversity and individuality.
- Encourage pupil voice.
- Support emotional wellbeing.
- Promote attendance and engagement.
- Foster positive self-esteem and confidence.

Staff will work proactively to ensure every child develops a sense of belonging within the school community.

The school will seek and respond to pupil voice where appropriate, including through conversations, reviews, observations and pupil voice activities. Pupils will be supported to share what helps them learn, what barriers they experience and how they feel about the support they receive.

2.5 Partnership with Parents and Professionals

Parents and carers are key partners in supporting children to achieve their potential.

The school will:

- Maintain open communication with families.
- Involve parents in planning and reviewing support.
- Share strategies that support learning at home.
- Work with external agencies where appropriate.
- Support smooth transitions between classes and key stages.

Strong partnerships with families and wider services form an essential part of effective inclusion.

Where specialist advice or additional provision is needed, the school may work with external professionals and services such as educational psychology, speech and language therapy, occupational therapy, health services, early help, social care, behaviour support, outreach services or alternative provision, according to pupil need and in consultation with families where appropriate.

2.6 Accessibility and Learning Environment

The school is committed to continuously improving accessibility.

This includes:

- Maintaining an inclusive physical environment.
- Providing accessible learning resources.
- Reviewing classroom environments.
- Making reasonable adjustments where appropriate.
- Considering the needs of all learners when planning provision.

2.7 Developing an Inclusive Culture

Developing an inclusive culture at Bridstow is fundamental to ensuring all children flourish.

In school we will:

- Celebrate achievement for all pupils.
- Raise awareness and understanding of diversity.
- Promote respect and kindness.
- Encourage pupil leadership opportunities.

- Ensure all children can participate in wider school life.
- Recognise and respond to individual strengths and differences.

Our vision is that every child feels they belong and can succeed.

2.8 Management and Organisation of Resources

The SENDCo and Senior Leadership Team will take responsibility for auditing and monitoring inclusion resources and provision.

Individual class teachers are responsible for implementing inclusive practice within their classrooms and identifying any additional resources required.

The school will utilise available funding, including core funding and SEND-related funding, to support the removal of barriers to learning and participation.

2.9 Roles, Responsibilities and Accountability

- The Governing Board will maintain strategic oversight of inclusion, SEND and equality duties.
- The Headteacher and Senior Leadership Team will ensure inclusive practice is embedded across the school.
- The SENDCo will coordinate SEND provision, support staff and liaise with families and external agencies.
- Class teachers remain responsible and accountable for the progress and development of pupils in their class.
- Teaching assistants will support access, participation and independence under the direction of teachers and leaders.
- Parents and carers will be encouraged to work in partnership with school staff to support their child's needs.

3) Assessment, Recording and Reporting

3.1 Formative Assessment

Teachers continually assess pupils through daily interactions, observations and assessment opportunities to identify strengths, barriers and next steps.

3.2 Monitoring Pupil Progress

Progress will be monitored through:

- Ongoing teacher assessment.
- Pupil progress meetings.
- SEND reviews.
- Attendance information.
- Behaviour and wellbeing data.
- Provision mapping.

The impact of interventions and additional support will be regularly reviewed.

3.3 Subject Leader and SENDCo Monitoring Activities

The SENDCo and Senior Leadership Team will, once a term:

- Review provision and outcomes.
- Analyse attainment and progress information.
- Monitor attendance and wellbeing trends.
- Conduct learning walks and pupil voice activities.
- Review support plans and interventions.

Findings will inform ongoing school development priorities and staff professional development.

3.4 Reporting

Parents will be informed regularly about their child's progress and any additional support being provided.

Where children receive SEND support, reviews will take place in accordance with the SEND Code of Practice.

Governors will receive regular updates regarding inclusion priorities, outcomes and developments.

3.5 Review, Evaluation and Impact

This strategy will be reviewed at least annually, or sooner if statutory guidance, school context or pupil needs change. The impact of inclusion practice will be evaluated through attendance, attainment and progress information, behaviour and suspension data, intervention reviews, participation in wider school life, pupil and parent voice, SEND review outcomes and wellbeing or safeguarding trends.

3.6 Concerns and Complaints

Parents or carers who have concerns about inclusion, reasonable adjustments, SEND provision or access to school life should speak first with the class teacher or SENDCo. If concerns remain unresolved, they may contact the Headteacher and follow the school's Complaints Procedure.

Work Together – Grow Together – Flourish Together

At Bridstow CE Primary School, we are committed to ensuring that every child is included, supported and empowered to achieve their potential within a caring, ambitious and nurturing environment.