



Thringstone Primary School

Believe and Achieve Together

Inclusion Policy

Adopted by
Governors: TBC – Currently awaiting Governor approval

Due for Review: June 2029 or sooner if required

1. Vision and Principles

At Thringstone Primary School, we believe that inclusion is fundamental to an effective school. Our vision, *Believe and Achieve Together*, underpins everything we do and reflects our commitment to ensuring every child feels valued, safe and able to succeed within our school community.

We are proud to serve the children and families of Thringstone and recognise the importance of creating a school culture where all children experience belonging, participation and success. Inclusion is not viewed as a separate aspect of school life. It is embedded within teaching, behaviour, attendance, safeguarding, curriculum design and pastoral support.

Our values of Belief, Respect, Kindness, Resilience and Teamwork shape how we support children and families. We are committed to maintaining high expectations for all children whilst recognising that some children may require additional support, reasonable adjustments or targeted provision in order to access learning and participate fully in school life.

We recognise that barriers to learning and participation can arise for many reasons, including special educational needs and disabilities (SEND), disadvantage, attendance difficulties, emotional wellbeing needs, safeguarding concerns, communication difficulties, medical needs or wider family circumstances. Our responsibility is to identify these barriers early and respond in a way that enables children to thrive both academically and personally.

At Thringstone Primary School, we believe every child should:

- feel safe, respected and included
- experience success within the classroom and wider school life
- access a broad and ambitious curriculum
- develop confidence, resilience and independence
- feel a strong sense of belonging within the school community

This policy should be read alongside the school's SEND Policy and Information Report, Accessibility Policy and Plan, Equality Statement and Objectives, Behaviour for Learning Policy, Attendance Policy, Safeguarding and Child Protection Policy, Curriculum Policy and Early Years Foundation Stage Policy.

2. Legislative and Guidance Framework

This policy is informed by:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Keeping Children Safe in Education
- Working Together to Improve School Attendance
- Behaviour in Schools guidance
- Ofsted School Inspection Toolkit
- Inclusive Mainstream Schools Fund methodology

3. Inclusive Practice at Thringstone Primary School

Inclusion at Thringstone Primary School begins with high-quality teaching. We believe the classroom is the most important place in securing inclusion and ensuring children can achieve successfully alongside their peers.

Teachers are responsible for the progress, participation and wellbeing of all children within their class. Learning is carefully planned so children can access the curriculum successfully through adaptive teaching, responsive support and clear classroom routines.

Staff support inclusion through consistent classroom practice. This includes carefully structured modelling, vocabulary support, retrieval practice, responsive questioning and the use of scaffolds where appropriate. Staff adapt teaching to reduce barriers to learning whilst maintaining high expectations for all children.

Adaptive teaching does not lower expectations. Leaders expect all children to access an ambitious curriculum with appropriate support and scaffolding in place.

Children are supported within calm, purposeful and predictable classrooms where routines and expectations are clearly taught and consistently reinforced. Our behaviour expectations of Ready, Respectful and Safe underpin the school day and help create an environment where learning can take place successfully for all children.

We recognise that behaviour can sometimes communicate need. Staff therefore respond with both clarity and care, maintaining high expectations whilst taking account of individual circumstances. Leaders and staff work together to identify patterns, barriers or underlying needs and respond appropriately.

Support for children may include:

- adaptive classroom practice
- targeted intervention
- nurture provision through Skylarks
- emotional wellbeing support
- ELSA support
- pastoral support
- reasonable adjustments
- external agency involvement
- personalised transition support

Inclusion extends beyond academic learning. We are committed to ensuring all children can participate fully in wider school life, including educational visits, clubs, performances, residential experiences, sporting opportunities and pupil leadership roles. Where appropriate, reasonable adjustments are made to support participation and access.

4. Identification of Need and Graduated Response

The school adopts a graduated and responsive approach to identifying and supporting additional need. Leaders and staff work proactively to identify barriers to learning at the earliest possible stage through ongoing assessment, classroom observation, attendance monitoring, behaviour monitoring, pupil progress discussions, safeguarding information and communication with families.

Where concerns are identified, support is planned using the graduated approach of Assess, Plan, Do and Review. This process ensures provision remains appropriate, targeted and responsive to the changing needs of the child.

The SENDCo works closely with staff, families and external agencies to coordinate support and ensure provision is effective. External agencies may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS, school nursing services, social care teams and specialist advisory services.

Children with SEND are supported primarily through inclusive classroom practice and high-quality teaching. Additional interventions or targeted support may be implemented where appropriate. Leaders carefully monitor the impact of support to ensure provision improves outcomes, participation and wellbeing over time.

Detailed information regarding SEND procedures and statutory responsibilities is outlined within the school's SEND Policy and Information Report.

5. Inclusion, Safeguarding and Wellbeing

The school recognises the strong relationship between inclusion, safeguarding, attendance, behaviour and wellbeing. Children are most successful when they feel safe, supported and connected to school.

Leaders work closely together to ensure support for children is joined-up and responsive. The SENDCo, DSLs, Family Liaison Worker and pastoral staff work collaboratively to identify concerns early and coordinate support appropriately.

Safeguarding, attendance, behaviour and wellbeing information is monitored regularly through CPOMS, attendance analysis, behaviour monitoring, safeguarding discussions and pupil progress meetings.

The school recognises that some children may experience additional vulnerability linked to SEND, disadvantage, safeguarding concerns, persistent absence, emotional wellbeing needs or wider family circumstances. Where appropriate, personalised support and reasonable adjustments may be implemented to help children access school successfully.

The school prioritises emotional wellbeing and recognises the importance of strong relationships in helping children succeed. Staff aim to create an environment where children feel listened to, supported and understood.

Additional pastoral support may include:

- ELSA support
- nurture provision
- emotional regulation support
- personalised transition arrangements
- support from the Family Liaison Worker
- external wellbeing support

6. Attendance and Inclusion

Good attendance is a key part of successful inclusion. Leaders work proactively with families to identify and reduce barriers to attendance and ensure children attend school regularly and punctually.

The school recognises that attendance difficulties can sometimes reflect wider need. Support is therefore tailored according to individual circumstances and may involve pastoral support, safeguarding involvement, attendance monitoring, family meetings or external agency support.

The school aims to work in partnership with families wherever possible to improve attendance and engagement.

7. Disadvantage and Inclusion

The school recognises that disadvantage can create significant barriers to learning, participation and wellbeing. Leaders therefore consider disadvantage carefully when planning provision, support and wider opportunities for children.

Leaders analyse attendance, participation, behaviour and progress information carefully to identify barriers experienced by disadvantaged pupils and other vulnerable groups.

Pupil premium funding is used strategically to improve access to learning, support attendance and wellbeing, widen participation in wider opportunities and reduce barriers to enrichment and experiences.

Leaders regularly evaluate the effectiveness of provision and adapt approaches where necessary.

We believe inclusion is not only about access to learning within lessons, but also about ensuring children experience belonging, opportunity, enrichment and success across all aspects of school life.

8. Transition and Early Identification

The school places strong importance on effective transition and early identification of need.

Many children begin their educational journey within Little Acorns Pre-School, which is governed and operated by the school. This supports continuity, early identification of need and strong partnership working between pre-school and Reception staff.

Before children begin at Thringstone Primary School, the school works closely with families, nurseries and external agencies to gather information and plan support where needed. This may include transition meetings, additional visits, information sharing with previous settings and personalised transition arrangements.

The school's transition process aims to ensure children feel safe, confident and prepared when starting school. Transition support begins before children formally join the school and continues throughout their time at Thringstone Primary School.

Additional transition arrangements are implemented where appropriate to support children with SEND, wellbeing needs or additional vulnerabilities.

9. Roles and Responsibilities

Inclusion is the responsibility of all staff.

The Governing Board monitors the effectiveness of inclusion across the school and ensures statutory responsibilities are met.

The Headteacher provides strategic leadership for inclusion and ensures inclusive practice remains central to school improvement priorities.

The SENDCo coordinates provision for children with SEND, supports staff and works closely with families and external agencies.

Teachers are responsible for the progress, participation and wellbeing of all children within their class and are expected to maintain high expectations for every child.

Parents and carers play an important role in supporting inclusion and are encouraged to work in partnership with the school.

10. Monitoring and Review

Leaders monitor inclusion through ongoing review of attendance, behaviour, safeguarding, participation, pupil progress and outcomes.

Monitoring activities may include:

- learning walks
- provision reviews
- pupil discussions
- data analysis
- safeguarding reviews
- attendance meetings
- parental feedback

Leaders evaluate the effectiveness of provision regularly and make adjustments where necessary to improve outcomes and experiences for children.

Governors receive regular information relating to inclusion, SEND, attendance, behaviour and pupil outcomes as part of their strategic oversight responsibilities.

This policy will be reviewed every three years, or sooner if legislation or guidance changes.