



WOODMANSEY CE
PRIMARY SCHOOL

Building Strong
Foundations



Unlocking
Potential



Inspiring a
Generation

Inclusion Policy

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1. We Believe

Woodmansey CE Primary School is committed to a community in which every child is known, valued, safe and able to flourish. Inclusion is not a separate programme or the responsibility of one person: it is how we lead, design the curriculum, teach, organise the environment, build relationships and use our resources.

Our shared definition

Inclusion at Woodmansey means ensuring that no child is left behind. It is about creating a curriculum for all pupils, where every child is able to access learning, take part fully and make progress regardless of ability, need or disadvantage. This requires staff to know pupils well, provide work that is appropriately pitched and adapt teaching where necessary so that barriers to learning are reduced. At its heart, inclusion is about engaging, encouraging and supporting every pupil, while recognising that some children may need personalised approaches to ensure their needs are met and they can thrive alongside their peers.

We hold equally high ambitions for every pupil. Equality does not always mean treating every child in exactly the same way; it means identifying disadvantage, removing barriers, making reasonable adjustments and providing the right support so that each child can participate, learn, belong and become increasingly independent.

2. Purpose and Scope

This policy establishes the school's enduring approach to inclusion. It applies to the full life of the school: admissions and transition; curriculum, teaching and assessment; behaviour and attendance; safeguarding and wellbeing; enrichment, trips and clubs; the physical and sensory environment; communication with families; and work with external services.

It is for all pupils, including those who have, or may have, special educational needs and/or disabilities (SEND); are disadvantaged; are looked after or previously looked after; have a social worker; are young carers; speak English as an additional language; have medical or mental health needs; experience interrupted attendance, trauma or bereavement; share a protected characteristic; or encounter any other temporary, emerging or overlapping barrier to learning or participation. These descriptions do not define a child, and English as an additional language is not itself a special educational need.

This policy should be read with the school's SEND Information Report and SEND Policy. Where a pupil has an education, health and care (EHC) plan, the school will secure the provision for which it is responsible and work with the local authority and partner agencies.

3. Our Principles of Inclusion

Our approach reflects the Department for Education's seven principles of inclusion. Woodmansey will:

- provide ambitious leadership and governance that place inclusion at the heart of school improvement and maintain high expectations for every pupil;

- use evidence-informed support, identify needs early and act without waiting unnecessarily for a formal diagnosis or statutory process;
- secure high-quality adaptive teaching and a coherent, ambitious curriculum designed for all learners;
- make enrichment and wider school life accessible so that all pupils can participate and develop interests, relationships and independence;
- sustain a safe and respectful culture that strengthens belonging, attendance, behaviour and participation in learning;
- work in strong partnership with pupils, families, local schools, health, social care and specialist services; and
- make the physical, sensory, digital and communication environment increasingly accessible, anticipating commonly occurring needs wherever possible.

We will focus on a manageable number of improvements and implement them well. Decisions will be shaped by the barriers present in our cohort, school evidence, research evidence, pupil and family voice, professional judgement, staff capacity and value for money.

4. How Inclusion Works at Woodmansey

A strong universal offer

The universal offer is the entitlement of every pupil. It combines high-quality adaptive teaching with whole-school routines, relationships and environments that anticipate a range of common and predictable needs. Teachers remain responsible and accountable for the progress and development of every pupil in their class, including where teaching assistants or specialists provide support.

The universal offer includes:

- a broad, balanced and ambitious curriculum with clear end points and carefully sequenced knowledge;
- explicit teaching, clear explanations, worked examples, modelling, guided practice and frequent checks for understanding;
- flexible scaffolding, grouping, resources, language, pacing and methods of recording that preserve the intended learning;
- predictable routines, positive relationships, calm classrooms and clear communication;
- visual supports, accessible materials, appropriate technology and attention to sensory and physical access;
- planned opportunities for vocabulary, communication, regulation, independence and metacognition;
- reasonable adjustments to policies, routines, teaching, assessment and participation where required; and
- swift, proportionate classroom response when a pupil is not learning, attending, engaging or participating as expected.

Adaptations and targeted support

Where the universal offer alone is not sufficient, the school will provide carefully selected adaptations or targeted support. Support may be individual or small-group, but it will remain connected to the curriculum and the pupil's ordinary classroom experience.

Targeted support will have a clear rationale, baseline, intended outcome, responsible adult, planned duration and review point. It will be delivered with fidelity, evaluated for impact and adjusted or stopped when it is not working. Timetabling will minimise unnecessary loss of curriculum and wider participation. Teaching assistants will add value to teacher-led learning and promote independence, rather than routinely creating separation or dependence.

Specialist and statutory support

Some pupils will require specialist assessment, advice or provision, and a smaller number may require an EHC needs assessment or EHC plan. The SENCO will coordinate requests and provision with families, staff, the local authority and relevant health, social care or specialist education services. Specialist involvement strengthens, and does not replace, the pupil's belonging in their class and school community.

5. Identifying Barriers and the Graduated Approach

We identify barriers by knowing pupils well and looking beyond labels. A diagnosis can be helpful, but support will not be withheld while a pupil awaits assessment. Staff will consider patterns across learning, communication, cognition, physical or sensory access, wellbeing, relationships, attendance, behaviour and participation, together with contextual factors affecting the child.

Evidence may include:

- classroom observation, work scrutiny and professional discussion;
- formative and summative assessment, including progress from individual starting points;
- attendance, punctuality, behaviour, safeguarding and participation information;
- the pupil's views, communication and lived experience;
- family knowledge, aspirations and concerns;
- information from previous settings and transition records;
- screening or assessment used for a clear purpose; and
- advice from relevant external professionals and evidence about local or national patterns of need.

Assess – plan – do – review

Where a pupil needs support that is additional to or different from the school's ordinarily available provision, staff will use a graduated cycle:

1. **Assess:** identify the barrier, strengths, starting point and relevant context using more than one source of evidence.
2. **Plan:** agree outcomes, adjustments or support, responsibilities, resources, timescale and how impact will be measured, involving the pupil and family.

3. **Do:** the class teacher retains responsibility; agreed support is implemented consistently and staff share the information they need.
4. **Review:** consider evidence and pupil/family feedback, decide what has changed and refine, continue, step up or stop support.

If progress remains less than expected despite relevant, purposeful action, the SENCO will support a more detailed review and consider specialist advice. Decisions will be timely, proportionate and transparent.

6. Inclusive Curriculum, Teaching and Assessment

Curriculum ambition is for every pupil. Curriculum leaders and teachers will identify essential knowledge, vocabulary and concepts, anticipate likely barriers and plan access without diluting the educational goal. Adaptation changes the route into learning, the support available or how a pupil communicates learning; it does not automatically lower expectations.

Staff will:

- use assessment to decide what to teach next, not to attach fixed labels or ceilings;
- teach new material in manageable steps and revisit important knowledge over time;
- offer multiple ways to engage, practise and, where appropriate, demonstrate understanding;
- use assistive technology, alternative formats, communication supports or specialist resources when these remove a barrier;
- plan reasonable adjustments to internal assessment and follow the rules for any statutory assessment;
- make feedback specific, achievable and encouraging; and
- review whether adaptations improve access, participation, progress and independence.

Personalised timetables or alternative arrangements will be exceptional, purposeful, time-limited where possible and reviewed frequently. They will preserve access to a broad education and peer relationships and will not be used simply because ordinarily available provision has not yet been adapted.

7. Participation, Belonging and Accessible Environments

Inclusion extends beyond lessons. Pupils will be supported to take part in worship, playtimes, lunchtimes, leadership, performances, sport, arts, clubs, trips, residential visits and other opportunities. Planning will begin early enough to identify reasonable adjustments, additional staffing, equipment, transport, communication or financial barriers. Risk assessment will be individual and enabling; risk will be managed proportionately rather than used as a reason for automatic exclusion.

We will continually improve the accessibility of classrooms, shared spaces, information and digital systems. This includes considering acoustics, lighting, temperature, visual clutter, movement, quiet or regulation spaces, signage, accessible formats and communication aids. The school's Accessibility Plan sets out longer-term priorities.

Belonging is an outcome we monitor, not an assumption. Staff will notice withdrawal, masking, persistent absence, repeated sanctions, bullying, prejudice-related incidents, isolation and low participation as possible signs of unmet need or an un-removed barrier.

8. Safe, Respectful Culture, Attendance and Safeguarding

Every pupil has the right to feel safe, respected and listened to. Difference is taught and discussed positively and age-appropriately. Bullying, harassment, discriminatory language and victimisation are challenged and addressed through the Good Behaviour Policy, Anti-Bullying Strategy and safeguarding procedures.

Behaviour may communicate an unmet need, but this does not remove the school's duty to keep everyone safe or teach appropriate behaviour. Staff will combine clear expectations with curiosity about triggers, communication and reasonable adjustments. A pupil will not be sanctioned for conduct arising from disability without proper consideration of the circumstances and the school's legal duties. Suspension or permanent exclusion will only be considered in line with statutory guidance and the Good Behaviour Policy.

Attendance work will consider SEND, disability, medical, emotional and family barriers and use supportive, timely plans. Inclusion does not mean accepting prolonged absence or disengagement; it means working with the pupil, family and relevant services to understand barriers, make suitable adjustments and rebuild regular participation.

If a concern suggests abuse, neglect, exploitation or significant harm, safeguarding procedures take priority. Information will be shared lawfully and proportionately. Staff must follow the Child Protection and Safeguarding Policy and speak to the Designated Safeguarding Lead.

9. Partnership with Pupils, Families and Services

Pupils and families hold essential knowledge. The school will communicate in a clear, respectful and accessible way, listen early, explain decisions and avoid professional jargon where it creates a barrier. We will seek the pupil's views in a manner suited to their age and communication needs and involve them in setting and reviewing outcomes.

Families can expect to know:

- the concern or barrier the school has identified and the evidence being considered;
- what teachers are already doing through the universal offer;
- what additional support or adjustment is proposed, why and for how long;
- how success will be judged and when the plan will be reviewed;
- who to contact and how their views will shape decisions; and
- what options are available if progress is limited or they disagree.

The school will work with other schools, the local authority, health, social care, voluntary organisations and specialist services where this will improve support. Consent will be sought where appropriate; information-sharing will follow data protection and safeguarding requirements. Transition information will be timely,

accurate and focused on strengths, successful strategies, aspirations and the provision required.

10. Roles and Responsibilities

The Governing Body

- sets an ambitious culture for inclusion and holds leaders to account for implementation and pupil outcomes;
- ensures statutory duties, reasonable adjustments and publication requirements are met;
- scrutinises the Inclusion Strategy, use of core funding, the notional SEN budget and the Inclusive Mainstream Fund;
- reviews evidence for attainment, progress, attendance, behaviour, wellbeing, belonging and participation, including disproportionate outcomes; and
- ensures the SENCO has appropriate qualifications, authority, time and access to strategic decision-making.

Headteacher

- make inclusion a whole-school priority and align it with improvement planning, curriculum, staffing, professional development and budgets;
- ensure this policy and the annual Inclusion Strategy are understood, deliverable and monitored;
- create conditions for staff to collaborate, learn and implement agreed approaches consistently; and
- balance ambition and pace with staff workload, wellbeing and implementation capacity.

SENCO and inclusion leadership

- leads the graduated approach and strategic development of SEND and inclusion alongside senior leaders;
- supports staff to identify barriers, plan provision and evaluate impact;
- coordinates provision, records and statutory processes for pupils with SEND;
- builds partnership with pupils, families, the local authority and external professionals; and
- reports patterns, strengths, risks and priorities to leaders and governors without reducing pupils to data labels.

Curriculum and subject leaders

- design and review an ambitious, accessible curriculum and identify subject-specific barriers;
- support teachers with adaptive teaching, resources and assessment; and
- evaluate the quality of pupils' curriculum experience, not only intervention data.

Teachers, teaching assistants and all staff

- know pupils well, maintain high expectations and take responsibility for inclusive practice;
- apply agreed adaptations consistently and communicate concerns promptly;

- use assessment and observation to adjust teaching and support;
- promote dignity, independence, safety, belonging and full participation;
- record and share information proportionately and confidentially; and
- engage with relevant professional development and reflect on impact.

Pupils and families

Pupils are encouraged to express what helps, identify barriers, take an age-appropriate part in planning and support the inclusion of others. Families are encouraged to share relevant information, participate in reviews and work with the school on agreed actions. Responsibility for removing institutional barriers remains with the school.

11. Resources and the Annual Inclusion Strategy

This policy is the enduring framework. The school's published Inclusion Strategy is the annually reviewed, costed delivery plan. In line with Department for Education guidance, the strategy will explain how the school uses its overall resources—including core funding, the notional SEN budget and the Inclusive Mainstream Fund (IMF)—to strengthen the universal offer and provide early, effective targeted support.

The IMF is supplementary funding, not the sole source of funding for inclusion. Any IMF-funded activity will align with at least one of the seven principles of inclusion and with the applicable conditions of grant. The school will prioritise a small number of evidence-informed activities that respond to commonly occurring barriers in its cohort and can be implemented well and sustained where effective.

The Inclusion Strategy will be published on the school website by the required deadline and will include:

- the commonly occurring barriers to learning and participation identified across the cohort;
- the activities invested in to alleviate those barriers and the inclusion principle each supports;
- budgeted costs and the funding source;
- clear, realistic and measurable intended outcomes;
- implementation responsibilities, milestones and monitoring arrangements; and
- an annual review of the previous academic year, including learning about impact and sustainability.

Where funding or resources are pooled with other schools, suitable financial governance and a clear account of Woodmansey's strategy, contribution and intended benefit will be maintained. The school will still publish its own strategy.

12. Monitoring, Evaluation and Accountability

Implementation is an ongoing process. Leaders will use the Department for Education's five-step cycle: understand barriers; use evidence; develop the strategy; deliver and monitor; evaluate and sustain. Staff will have planned opportunities to examine evidence, discuss fidelity and impact, and refine practice.

Evaluation will consider both implementation and pupil outcomes. Depending on the priority, evidence may include:

- attainment and progress from appropriate starting points;
- attendance, persistent absence and punctuality;
- behaviour, suspensions, bullying and discriminatory incidents;
- wellbeing, safety, belonging, engagement and participation;
- access to enrichment, trips, clubs and pupil leadership;
- pupil and family experience, including the accessibility of communication;
- quality of teaching, curriculum access and intervention implementation;
- independence and successful transitions;
- staff knowledge, confidence, consistency, workload and wellbeing; and
- the cost, reach and sustainability of funded activity.

Information will be considered for relevant groups and intersections so that hidden disparities are not masked by whole-school averages. Leaders and governors will ask whether barriers are reducing, whether benefits are reaching the intended pupils, what unintended effects have arisen and what should be continued, adapted, scaled or stopped.

13. Concerns, Complaints and Confidentiality

Concerns should normally be raised promptly with the class teacher, SENCO or Headteacher so that they can be understood and addressed. If a concern is not resolved, families may use the school's Complaints Policy. Independent information and advice may also be available through the local SEND Information, Advice and Support Service (SENDIASS). Nothing in this policy limits statutory rights or safeguarding routes.

Information about a pupil's needs will be shared only with those who need it to support education, safety or wellbeing, and in accordance with data protection, safeguarding and record-retention requirements. Language will be respectful, factual and strengths-aware.

14. Related Policies and Documents

This policy should be read alongside the school's:

- SEND Policy and SEND Information Report;
- Accessibility Plan and Equality information/objectives;
- Curriculum, Teaching and Learning and Assessment policies;
- Good Behaviour Policy, Anti-Bullying Strategy and Attendance Policy;
- Child Protection and Safeguarding Policy;
- Supporting Pupils with Medical Conditions Policy;
- Educational Visits, Personal Development and Pupil Premium strategies; and
- Complaints Policy and Data Protection arrangements.

15. Review

The Governing Body will review this policy annually, or earlier if legislation, statutory guidance, funding conditions, school context or evaluation evidence changes. The

review will involve senior leaders and the SENCO and will draw on pupil, family, staff and governor feedback. The school's Inclusion Strategy will be reviewed and republished annually, even where it covers more than one year.