Redborne Upper School

Inclusion Policy

This policy will be monitored annually by the Assistant Head responsible for Inclusion (Alex Hide).

This policy will be evaluated and reviewed every 3 years by the pastoral committee and the senior leadership team.

This policy is available on the school website, on request to parents and carers, the LA and Ofsted through the Head teacher.

Date approved by governors:

Date of union consultation:

Date for Review:

Table of Contents

Table of Contents 2
School acknowledgement 3
Inclusion Policy **4**
1. Aims 4
2. Our definition of inclusion 4
3. Our principles of inclusion 5
Principle 1: Ambitious leadership and governance that embeds inclusion 5
Principle 2: Evidence-based support prioritising early intervention 6
Principle 3: High-quality adaptive teaching with curriculum designed for all learners 6
Principle 4: Enriching provision beyond the classroom that all children can access 7
Principle 5: A safe and respectful culture fostering belonging, attendance and participation 7
Principle 6: Strong partnerships with families and wider services 8
Principle 7: Inclusive environments with continuous improvements to accessibility 8
3. Identifying barriers to learning and participation 9
4. Universal provision, adaptations and additional support 10
5. Monitoring, evaluation and continuous improvement 10
6. Roles and responsibilities 11

School acknowledgement

Redborne Upper School is committed to providing an inclusive education in which every pupil is able to learn, participate, achieve and develop a strong sense of belonging.

We recognise that pupils have different strengths, needs, experiences and circumstances. Equality does not mean treating every pupil identically. Inclusion means identifying and reducing barriers to learning and participation, while providing appropriate support and adaptations so that all pupils can access high-quality education and participate meaningfully in school life.

Inclusion is the responsibility of the whole school community. It is not the sole responsibility of the Special Educational Needs Coordinator (SENCo), pastoral team or any individual member of staff. It is embedded within teaching, curriculum, assessment, behaviour, attendance, safeguarding, pastoral provision, enrichment, leadership and school improvement.

Our approach is based on the principle that barriers can arise through the interaction between a pupil's individual characteristics and needs and the environments, systems, curriculum, teaching, relationships and expectations within which they learn.

We therefore seek to identify and remove or reduce barriers wherever they occur, while maintaining high expectations for every pupil.

This policy provides the overarching framework for our approach to inclusion. Our Annual Inclusion Strategy will identify the commonly occurring and predictable barriers within our current cohort and set out the evidence-informed approaches that will be used to address them.

Inclusion Policy

1. Aims

1.1 Ensure that every pupil is valued, known and treated with dignity and respect.

1.2 Provide high-quality teaching and learning that enables all pupils to participate and succeed.

1.3 Identify barriers to learning and participation at the earliest appropriate opportunity.

1.4 Respond to pupils' individual needs without unnecessarily lowering expectations.

1.5 Strengthen inclusive practice across the whole school rather than relying solely on individual or specialist provision.

1.6 Provide appropriate adaptations and additional support where universal provision is insufficient.

1.7 Promote positive attendance, engagement, participation and belonging

1.8 Ensure pupils can participate in the wider life of the school, including enrichment and extracurricular opportunities.

1.9Work positively with pupils, parents and carers and, where appropriate, external agencies

1.10 Use evidence and evaluation to improve our inclusive practice.

1.11 Allocate resources according to identified need, evidence and likely impact.

1.12 Ensure that inclusion is considered within school improvement, curriculum, teaching, behaviour, attendance and resource decisions.

2. Our definition of inclusion

2.1 At Redborne, inclusion is ensuring that every pupil can access, participate in and benefit from a high-quality education, through the removal or reduction of barriers and the provision of appropriate support and adaptations where required.

2.2 Inclusion applies to every aspect of school life:

- access to learning and the curriculum
- high-quality teaching
- SEND
- disadvantage and Pupil Premium
- looked-after and previously looked-after children
- attendance and punctuality
- behaviour and regulation
- academic achievement
- literacy and numeracy
- relationships and belonging
- pupil voice and agency

- enrichment and extracurricular participation
- physical and sensory accessibility
- social and emotional needs
- transitions
- family engagement
- access to appropriate specialist support.

2.3 We recognise that pupils may experience more than one barrier and that different characteristics or needs can interact. We therefore avoid making assumptions about pupils based solely on labels such as SEND, disadvantaged or vulnerable.

2.4 The question we seek to answer is: “What is preventing this pupil, or group of pupils, from learning and participating successfully, and what can we do to reduce that barrier?”

3. Our principles of inclusion

3.1 Our approach is aligned with the Department for Education's seven principles of inclusion. These provide the overarching framework for our inclusive practice.

3.2 The DfE identifies these principles as:

- Ambitious leadership and governance that embeds inclusion
- Evidence-based support prioritising early intervention
- High-quality adaptive teaching with curriculum designed for all learners
- Enriching provision beyond the classroom that all children can access
- A safe and respectful culture fostering belonging, attendance and participation
- Strong partnerships with families and wider services
- Inclusive environments with continuous improvements to accessibility.

3.3 The specific priorities and approaches adopted by the school will be informed by our annual assessment of pupil need and will be set out in our Annual Inclusion Strategy.

Principle 1: Ambitious leadership and governance that embeds inclusion

3.4 Inclusion is a whole-school responsibility and an integral part of school improvement.

3.5 Leaders and governors/trustees will maintain high expectations for all pupils and ensure that inclusion is considered when making decisions about:

- curriculum and teaching
- behaviour and attendance
- pastoral provision
- staffing and professional development
- resources and funding
- enrichment and wider school life
- accessibility
- pupil wellbeing and safeguarding
- school improvement priorities.

3.6 Leaders will use evidence to understand the needs of the school's cohort and to identify commonly occurring and predictable barriers to learning and participation.

3.7 The school will seek to develop the knowledge, skills and confidence of all staff so that inclusive practice is understood as a responsibility shared across the school.

3.8 Governors/trustees will provide appropriate challenge and oversight of the school's approach

to inclusion, including scrutiny of the Annual Inclusion Strategy and its impact.

3.9 The school will not assume that every aspect of inclusion can or should be addressed through individualised provision. We will consider how universal practice, school systems and environments can be strengthened to remove commonly occurring barriers.

Principle 2: Evidence-based support prioritising early intervention

3.10 The school will seek to identify emerging barriers as early as possible and respond appropriately before difficulties become more significant or entrenched.

3.11 Our approach will consider the relationship between:
Universal provision → identification → adaptation → targeted support → specialist support

3.12 These elements are complementary rather than strictly sequential.

3.13 We will seek to ensure that pupils receive support at the appropriate level and at the appropriate time.

3.14 Decisions about additional support will be informed by:

- assessment and other relevant pupil data
- professional knowledge and expertise
- evidence of what is effective
- pupil voice
- parent/carer knowledge
- previous response to support
- advice from specialist services where appropriate.

3.15 Where additional support or adaptations are introduced, the school will seek to evaluate their impact and refine provision where necessary.

3.16 We will avoid assuming that a particular intervention or adaptation is appropriate simply because a pupil has a particular diagnosis, characteristic or need.

Principle 3: High-quality adaptive teaching with curriculum designed for all learners

3.17 High-quality teaching is the foundation of our inclusive approach.

3.18 Teachers are responsible for knowing their pupils, understanding likely barriers to learning and adapting teaching responsively while maintaining ambitious expectations.

3.19 Inclusive teaching may include:

- clear explanation and modelling
- appropriate scaffolding
- checking and responding to pupils' understanding
- effective questioning
- explicit teaching of vocabulary and disciplinary knowledge
- opportunities for retrieval and practice
- appropriate challenge
- effective feedback
- support for organisation and independence
- careful consideration of task design

- appropriate use of visual, verbal and practical approaches
- appropriate adaptations to resources and presentation
- responsive use of assessment information.

3.20 The school recognises that good inclusive teaching is fundamentally good teaching, implemented consistently and responsively.

3.21 Universal approaches will form the foundation of provision for all pupils, with adaptations and additional support introduced where appropriate.

3.22 The specific teaching and learning priorities for the school will be informed by the needs of our cohort and reviewed through our Inclusion Strategy, professional development and quality assurance processes.

Principle 4: Enriching provision beyond the classroom that all children can access

3.23 Inclusion extends beyond the classroom and curriculum.

3.24 The school seeks to ensure that all pupils have meaningful opportunities to participate in:
- extracurricular activities
- clubs
- educational visits and trips
- sport and physical activity
- performing arts
- leadership opportunities
- student voice
- careers and personal development activities
- competitions and wider school events
- other enrichment opportunities.

2.25 We will seek to identify and reduce barriers that prevent pupils from participating in wider school life.

2.26 Where pupils require reasonable adjustments, adaptations or additional support to participate, these will be considered appropriately.

2.27 Participation in enrichment will be monitored where appropriate so that the school can identify whether particular pupils or groups are experiencing barriers to wider participation.

Principle 5: A safe and respectful culture fostering belonging, attendance and participation

2.28 We believe that pupils are more likely to learn, participate and attend successfully when they feel safe, respected, valued and that they belong.

2.29 We will seek to develop a school culture characterised by:
- positive relationships
- high expectations
- mutual respect
- consistency
- clear routines and expectations
- psychological and physical safety

- opportunities for pupil voice
- effective responses to bullying and discrimination
- appropriate opportunities for repair and restoration
- a strong sense of belonging.

2.30 Our approach to behaviour will maintain high expectations while recognising that pupils may experience barriers that affect their ability to regulate, communicate, engage or respond to expectations.

2.31 Behaviour information will therefore be used not only to identify pupils requiring support but also to identify patterns within our systems, environments, curriculum and practice.

2.32 Attendance is an important aspect of inclusion because pupils cannot benefit fully from education when they are regularly absent.

2.33 We will seek to understand the barriers underlying absence and work with pupils and families to improve attendance and re-engagement.

Principle 6: Strong partnerships with families and wider services

2.34 We recognise parents and carers as important partners in understanding pupils and identifying and reducing barriers to learning and participation.

2.35 We will seek to:
- communicate clearly and respectfully with families
- listen to parents' and carers' knowledge and experience
- involve families appropriately in decisions about support
- communicate concerns at an early stage where possible
- work collaboratively to identify barriers and possible solutions
- coordinate support between school and home
- work constructively with external professionals and services
- support effective transition between settings and stages of education.

2.36 Where specialist advice is required, the school will seek to work collaboratively with relevant professionals and agencies.

2.37 We recognise that effective partnership working is particularly important where pupils experience multiple or complex barriers.

Principle 7: Inclusive environments with continuous improvements to accessibility

2.38 The school seeks to create environments in which pupils can access learning and participate in school life as independently as possible.

2.39 Accessibility will be considered across:

Physical environments
- buildings and classrooms
- movement around the school
- furniture and layout
- signage
- sensory considerations

- access to facilities.

Curriculum and learning environments
- curriculum design
- teaching resources
- assessment
- classroom routines
- access to learning materials.

Digital environments
- digital resources
- assistive technology where appropriate
- accessibility of online materials
- access to information.

2.40 We will seek to identify accessibility barriers proactively rather than relying solely on pupils or families to request individual adjustments.

2.41 The school will continually review its environments and practices and make reasonable adjustments where appropriate.

3. Identifying barriers to learning and participation

3.1 The school recognises that barriers vary between pupils, groups and cohorts.

3.2 We will therefore use a combination of quantitative and qualitative evidence to identify commonly occurring and predictable barriers. Data will be analysed at both whole-cohort and subgroup level, with key inclusion groups (SEND/PP/LAC) given particular consideration due to their increased vulnerability to experiencing barriers to education.

3.3 Quantitative evidence
- attendance and persistent absence
- punctuality
- behaviour incidents
- lesson removals
- suspensions
- attainment and progress
- reading age
- participation in enrichment

3.4 Qualitative evidence
- pupil voice
- parent/carer voice
- staff knowledge
- work scrutiny
- lesson visits
- safeguarding information
- transition information
- professional advice
- other relevant evidence.

3.5 Where appropriate, the school will consider intersections between different characteristics and needs, recognising that pupils may experience multiple barriers simultaneously.

3.6 The school will avoid interpreting an outcome such as low attendance, poor attainment or behaviour incidents as the barrier itself. Instead, we will seek to understand what may be contributing to that outcome and test potential explanations using additional evidence.

4. Universal provision, adaptations and additional support

4.1 Our inclusive approach is based on the principle that strong universal provision, and barrier removal, should form the foundation of support for all pupils. The school will therefore seek to identify and strengthen universal practices that are particularly important for pupils with additional needs.

4.2 Where universal provision alone is insufficient, pupils may require:

- further adaptations within the classroom
- additional teaching or intervention
- pastoral support
- targeted provision
- curriculum adjustments where appropriate
- reasonable adjustments
- specialist advice
- support from external services.

4.3 The level and nature of support will depend on the individual pupil and the barriers they experience. Support will be reviewed regularly and adjusted where evidence indicates that it is not sufficiently effective.

5. Monitoring, evaluation and continuous improvement

5.1 The school will evaluate the effectiveness of its approach to inclusion through self-evaluation of the Annual Inclusion strategy.

5.2 Evidence may include:

- attendance
- behaviour
- attainment and progress
- participation
- pupil voice linked to feelings of belonging
- parent/carer feedback
- staff feedback
- provision reviews
- intervention outcomes
- accessibility reviews
- other relevant qualitative and quantitative evidence.

5.3 The school will seek to identify:

- Where inclusive practice is effective
- Where barriers remain
- Which groups or pupils may be experiencing disproportionate barriers
- Whether existing provision is addressing identified needs
- Whether additional approaches are having the intended impact
- Where further improvement is required.

5.4 The findings will inform the school's Annual Inclusion Strategy and wider school improvement

planning.

6. Roles and responsibilities

6.1 Governing body/trustees

- maintain oversight of the school's approach to inclusion
- provide appropriate challenge regarding inclusive practice
- scrutinise the Annual Inclusion Strategy
- consider the impact of resources allocated to inclusion
- ensure that inclusion is considered within wider school improvement.

6.2 Headteacher and senior leaders

- establish a culture in which inclusion is a whole-school responsibility
- ensure that the seven principles of inclusion inform school practice
- use evidence to identify barriers and priorities
- ensure appropriate professional development
- monitor the effectiveness of inclusive practice
- ensure the Annual Inclusion Strategy is developed, reviewed and published appropriately.

6.3 SENCo

The SENCo will provide leadership and professional expertise in relation to SEND and contribute to the wider whole-school approach to inclusion.

6.4 The SENCo will work with leaders, teachers, support staff, pupils, families and external professionals to support identification of barriers, appropriate provision and evaluation of impact.

6.5 Teachers

- maintaining high expectations for all pupils
- delivering high-quality teaching
- knowing their pupils and anticipating potential barriers
- adapting teaching appropriately
- identifying emerging concerns
- communicating relevant information to appropriate colleagues
- evaluating the impact of adaptations and support.

6.6 Support staff

- supporting pupils to access learning and participate successfully
- working in accordance with agreed approaches
- promoting independence
- sharing relevant observations with teachers and leaders
- contributing to the evaluation of support.

6.7 Pupils

- contribute positively to the school community
- respect others
- engage with learning and school life
- communicate where they are experiencing barriers where they are able to do so
- contribute to a safe and inclusive environment.

6.8 Parents and carers

- work collaboratively with the school
- share relevant information about their child's strengths, needs and circumstances where appropriate

- engage with discussions about support
- communicate concerns
- support their child's participation in education wherever possible.