



Inclusion Policy

October 2025

1. Aims

At Ickford Primary School, we are committed to providing an inclusive, nurturing environment where every child is valued, supported and encouraged to achieve their full potential. Inclusion is central to our ethos and underpins all aspects of school life. We celebrate individuality and ensure that all pupils — including those with Special Educational Needs and Disabilities (SEND), those who may be disadvantaged or vulnerable, and those facing additional barriers to learning — are given the opportunity to thrive. We believe that all pupils have the right to access a broad, balanced, and high-quality education that enables them to succeed academically, socially and emotionally.

We are committed to the principles of equity, accessibility and participation for all, ensuring that inclusion informs every aspect of our curriculum design, school culture and decision-making.

2. Context

Ickford is a small village primary school with 140 pupils on roll. While we currently have relatively few pupils identified with SEND and pupil premium, and no children in care, we remain proactive in identifying and addressing any additional needs as they arise. Our approach ensures that inclusion is embedded in everyday practice and that all staff take collective responsibility for the progress and well-being of every child.

We recognise that inclusion extends beyond SEND to encompass pupils with medical needs, mental health challenges, English as an Additional Language (EAL) and those who may be at risk of social exclusion.

3. Compliance and Framework

This policy is written in accordance with:

- The Ofsted Education Inspection Framework (2025) which emphasises inclusion, equity, and high expectations for all pupils.
- The SEND Code of Practice (2015, updated 2020)
- The Equality Act (2010)
- The Children and Families Act (2014)
- **The Public Sector Equality Duty (PSED) (Equality Act 2010, Section 149)**
- **The Accessibility Planning requirements (Schedule 10 of the Equality Act 2010)**

In line with Ofsted's 2025 expectations, our inclusion practice ensures: early and accurate identification of needs, ambitious targets for all learners, empowered leadership through the SENDCo and effective monitoring of the impact of provision on pupil outcomes.

4. Definition of Inclusion

Inclusion at Ickford means ensuring that every pupil, regardless of background, need, or ability, feels valued, supported, and able to participate fully in all areas of school life. It is not simply about presence but about engagement, belonging and success.

Inclusion at Ickford also promotes equality of access to enrichment, leadership and cultural capital opportunities, ensuring every pupil can develop a sense of belonging and achievement.

5. Roles and Responsibilities

The Governing Body ensures that inclusion is embedded in school policy and practice, monitors outcomes for all pupils and holds leaders accountable for equitable provision. A named SEND and Inclusion Trustee monitors the effectiveness of inclusion across the school and reports annually to the full governing body.

The Headteacher and Senior Leadership Team promote an inclusive culture, allocate resources effectively, and ensure that inclusion is central to school improvement planning.

The SENDCo plays a key leadership role, coordinating support, ensuring a graduated approach to provision and providing guidance and training for staff.

Teachers and Teaching Assistants are responsible for delivering high-quality, inclusive teaching and for adapting learning to meet the needs of all pupils.

Parents, carers and pupils are partners in the process, contributing to planning and reviewing support to ensure that provision is effective and responsive.

6. Identification and Assessment of Need

We use a proactive, evidence-based approach to identify pupils who may need additional support. Identification may arise through teacher observations, assessment data, parental discussions or concerns raised by pupils themselves. The SENDCo oversees the process to ensure that needs are accurately assessed and that appropriate interventions or adjustments are put in place.

We follow the graduated approach of 'Assess, Plan, Do, Review', ensuring that support is regularly evaluated and adapted. Children on the SEND register have a documented Individual SEN Support Plan which is reviewed in liaison with parents at least 3 times per academic year.

Identification includes social, emotional and mental health needs as well as neurodiverse profiles such as autism and ADHD. Pupil voice is a key part of the assessment and review process.

7. Provision and Graduated Support

At Ickford Primary School, we follow a graduated approach to inclusion to ensure that every child receives the right level of support at the right time. Our universal provision is built on the principle of Quality First Teaching — we believe that high-quality, inclusive classroom practice is the foundation for every child's success. All lessons are carefully planned and delivered to meet a wide range of

needs through effective differentiation, clear learning intentions and flexible classroom management.

Children are not routinely withdrawn from lessons. Instead, they are supported within the classroom by both the class teacher and teaching assistants, ensuring that learning remains inclusive and that every child feels part of the class community.

Where additional support is required, targeted provision is put in place. This may include small group or one-to-one interventions, additional learning resources or focused support from teaching assistants to address specific gaps or difficulties. Interventions are time-limited, regularly reviewed and designed to enable pupils to rejoin whole-class learning as quickly as possible.

For pupils with more complex or persistent needs, specialist provision may be required. This could involve support and advice from external agencies, specialist teachers, or referrals for assessment towards an Education, Health and Care Plan (EHCP), where appropriate. Throughout this process, staff work closely with parents and carers to ensure a consistent and collaborative approach.

We are also committed to making curriculum adaptations and reasonable adjustments for pupils with disabilities, in line with the Equality Act 2010. This includes adjustments to the learning environment, physical premises, resources and school events as appropriate, and as far as possible for our setting.

8. Staff Development

Staff at Ickford receive regular training in inclusive practice, SEND awareness and effective differentiation through continuing CPD in staff meetings and SENCO clinics. The SENDCo leads internal professional development and shares best practice across the school. External training opportunities are accessed as needed to ensure staff remain confident and skilled in supporting all learners. Training also includes awareness of mental health, trauma-informed approaches and the graduated approach to supporting pupils with additional needs.

9. Monitoring and Evaluation

The impact of inclusive practices is monitored through pupil progress data, attendance, behaviour records and well-being surveys, alongside feedback from staff, parents and pupils. The SENDCo and senior leaders evaluate interventions to ensure they are effective and adapt provision accordingly. The headteacher reports termly to the governing body on inclusion outcomes.

Inclusion outcomes are also monitored as part of the school's self-evaluation cycle and shared with stakeholders through the annual SEND and Inclusion Report.

10. Equal Opportunities and Anti-Discrimination

Ickford Primary School is committed to promoting equality of opportunity and eliminating discrimination in all its forms. We uphold the principles of the Equality Act 2010 and actively foster

an environment where diversity is respected and celebrated. Our curriculum and assemblies promote understanding, empathy and respect for all individuals.

We meet our duties under the Public Sector Equality Duty (PSED) by eliminating discrimination, advancing equality of opportunity, and fostering good relations between all members of our community. We also publish and review measurable Equality Objectives and maintain an Accessibility Plan in line with statutory requirements.

Protected characteristics

Staff will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:

- Sex
- Race
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.

11. Behaviour, Attendance, and Well-Being

Our behaviour and attendance policies are inclusive and supportive. We recognise that some pupils may require additional guidance or adjustments to enable positive behaviour and consistent attendance. The school prioritises pupil well-being through a caring ethos, a strong pastoral system and open communication with families.

We take a proactive approach to supporting social, emotional and mental health, using early intervention and access to pastoral or external support where needed.

12. Partnership with Parents and Pupils

We believe that inclusion works best when there is strong collaboration between home and school. Parents are regularly informed about their child's progress and are involved in planning and reviewing support. Pupils are encouraged to share their views and take an active role in shaping their learning experience.

We promote transparent communication and ensure that parents have access to information about available support services, including the Local Offer and SEND Information, Advice and Support Service (SENDIASS).

13. Review of Policy

This policy will be reviewed annually by the governing body, in consultation with staff, parents, and pupils, or sooner if there are changes to legislation or Ofsted guidance. The next scheduled review date is September 2026.

Appendix

Definitions

- SEND: Special Educational Needs and Disabilities
- Disadvantaged pupils: for example, pupils eligible for Pupil Premium, or from lower socio-economic backgrounds
- Vulnerable pupils: may include those with medical needs, mental health issues, or transient personal circumstances

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Protection from Harassment Act 1997
- The Worker Protection (Amendment of Equality Act 2010) Act 2023
- The Equality Act 2010 (Specific Duties) Regulations 2011

To be read in conjunction with:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance and Absence Policy
- Relationships, Sex and Health Education (RSHE) Policy
- School Uniform Policy
- LGBTQ+ Policy
- Admissions Policy
- LAC Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Wellbeing Policy
- **Accessibility Plan**
- **Equality Information and Objectives Statement**