PAULL PRIMARY SCHOOL

Exploring Together, Creating Together, Growing Together

INCLUSION POLICY 2026-27

At Paull Primary School our children are at the heart of all that we do. We are a whole school community where we nurture and challenge our children within a safe and caring environment, encouraging them to grow both personally and academically, supporting them to explore and be creative in their learning and thinking.

We want all our children to believe in themselves, aspire to achieve their best and become resilient lifelong learners.

We value all our children's individuality and celebrate diversity to ensure all our children feel respected and supported to be able to thrive.

Vision and values

Paull Primary School believes that every child has the right to belong, participate, achieve and flourish within a welcoming and inclusive school community. Inclusion means identifying, understanding and removing barriers so that pupils can access ambitious learning, wider opportunities and every aspect of school life.

We value each child as a unique individual. We maintain high expectations, celebrate difference and provide equitable support so that every pupil can develop academically, socially, emotionally and personally. Inclusion is everyone's responsibility and is central to our curriculum, safeguarding culture and decision-making.

Purpose

This policy brings together the school's inclusive approach to teaching, curriculum access, equality, disability, SEND, disadvantage, safeguarding, behaviour, attendance and participation. It explains how leaders, governors and staff identify and remove barriers, involve pupils and families, and evaluate the impact of provision.

The policy should be read alongside the SEND Policy, SEN Information Report, Accessibility Plan, Equality Information and Objectives, Safeguarding and Child Protection Policy, Behaviour Policy, Attendance Policy, Anti-Bullying Policy, Supporting Pupils with Medical Conditions Policy and Teaching and Learning Policy.

Legal framework

The school fulfils its duties under current legislation and statutory guidance, including the Equality Act 2010, Children and Families Act 2014, Education Act 1996, Human

Rights Act 1998, SEND Code of Practice, School Admissions Code, National Curriculum, Early Years Foundation Stage statutory framework and Keeping Children Safe in Education 2026.

The school will not unlawfully discriminate and will make reasonable adjustments for disabled pupils. It has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not.

Aims

- promote a culture of belonging, dignity, respect and high expectations;
- ensure equality of opportunity and equitable access to an ambitious curriculum;
- identify and remove barriers to learning, attendance and participation as early as possible;
- support positive mental health, wellbeing and respectful relationships;
- value pupil voice and involve pupils in decisions affecting them;
- work openly and constructively with parents, carers and professionals;
- make reasonable adjustments and provide targeted support without lowering expectations;
- ensure all pupils can participate in visits, clubs, Forest School, sport and wider school life wherever reasonably possible; and
- monitor the experiences and outcomes of different groups and act where inequality is identified.

Who this policy supports

Inclusion applies to every pupil. Some pupils may experience additional or changing barriers, including pupils who:

- have special educational needs or disabilities;
- are disadvantaged or eligible for pupil premium funding;
- speak English as an additional language;
- are looked after or previously looked after;
- are young carers or children of service families;
- have medical, sensory, physical or mental health needs;
- have social, emotional or communication needs;
- are refugees, asylum seekers, Gypsy, Roma or Traveller pupils, or are from minority ethnic or faith groups;
- are subject to child protection, child in need or early-help arrangements;
- experience attendance difficulties, family stress, bullying, discrimination or risk of suspension;
- have protected characteristics under the Equality Act 2010; or

- have high prior attainment or particular strengths requiring greater breadth, depth and challenge.

These circumstances do not automatically mean that a pupil has SEND or is underachieving. Staff consider the whole child, avoid assumptions and respond to evidence of individual strengths and barriers.

Principles of inclusive practice

Belonging and safety

Pupils should feel known, safe, valued and welcome. Staff build positive relationships, teach respectful behaviour and respond promptly to bullying, prejudice, discrimination and harassment.

High expectations

All pupils are entitled to ambitious learning. Adaptation changes access, scaffolding, resources, communication or support; it does not reduce aspirations or unnecessarily narrow the curriculum.

Early identification and response

Teachers use observation, assessment, attendance and behaviour information, pupil voice, family knowledge and professional advice to identify barriers early. Support is matched to need, reviewed for impact and changed where it is not effective.

Participation and independence

Pupils are supported to participate with their peers and become increasingly independent. Additional adult support is used carefully so that it does not create avoidable dependence or isolation.

Partnership

The school values respectful partnership with pupils, families, governors, the local authority, health and social care services and community organisations.

Roles and responsibilities

The governing body

- ensures statutory equality, SEND, safeguarding and accessibility duties are met;
- monitors the effectiveness of this policy and the experiences and outcomes of vulnerable groups;
- challenges and supports leaders on curriculum access, attendance, behaviour, suspensions, safeguarding and wider participation;

- considers whether resources are deployed fairly and effectively; and
- promotes equality, inclusion and good relations across the school community.

The Headteacher and Inclusion Lead

Sam Holmes is the Headteacher, Inclusion Lead and SENDCo. She:

- sets and models an inclusive culture and ensures inclusion remains a strategic priority;
- coordinates policy, provision, staff development and use of resources;
- monitors differences in experience and outcomes and ensures appropriate action is taken;
- works with families, governors and external services; and
- ensures inclusion is reflected in the School Development Plan and staff practice.

All staff

- know their pupils and remain responsible for the progress and participation of every pupil they teach or support;
- deliver high-quality inclusive teaching and make appropriate adaptations;
- promote dignity, belonging, positive relationships and high expectations;
- identify barriers, share concerns and implement agreed plans;
- listen to pupils and communicate constructively with families; and
- follow safeguarding, equality, SEND, behaviour and data-protection requirements.

Inclusive curriculum and teaching

The National Curriculum and EYFS framework provide the basis of a broad, balanced and ambitious curriculum. Teachers plan from clear curriculum goals and enable pupils to access the same essential knowledge and experiences through suitable adaptation, support and challenge.

Adaptive teaching may include:

- clear explanations, modelling and worked examples;
- carefully chosen scaffolds, prompts and visual supports;
- chunked instructions and additional processing or practice time;
- flexible grouping and purposeful peer support;
- accessible texts, equipment, practical resources and assistive technology;
- alternative methods of communication, participation or recording;
- pre-teaching, retrieval practice and targeted intervention; and
- greater depth, complexity and breadth for pupils ready for further challenge.

Teachers use ongoing assessment to check understanding and adjust teaching. Interventions complement, rather than replace, high-quality teaching and access to the full curriculum.

Special educational needs and disabilities

Provision for pupils with SEND follows the school's SEND Policy and the graduated approach of assess, plan, do and review. Parents and pupils are involved throughout. The class teacher remains responsible for the pupil, including when a teaching assistant or specialist delivers support.

The school distinguishes SEN from other factors that may affect learning, including English as an additional language, attendance, disadvantage or family circumstances. Where needs overlap, support is coordinated.

Equality disability and accessibility

The school anticipates barriers and makes reasonable adjustments where required. Adjustments may relate to teaching, routines, communication, assessment, equipment, auxiliary aids, the physical environment or participation in an activity.

The school aims to provide access to all areas of learning within available resources and health and safety requirements. Classroom and designated school entrances allow wheelchair access, and the school has a lift to support access to different areas. Individual access arrangements are planned in consultation with the pupil, family and relevant professionals.

- Learning takes account of pace, fatigue, communication, concentration and equipment needs.
- Materials and practical activities are adapted or alternatives provided where necessary.
- Educational visits, sport, music, Forest School and enrichment are planned inclusively, with individual risk assessment where appropriate.
- Assessment methods reflect the pupil's needs and normal way of working.
- The Accessibility Plan sets out longer-term action to improve curriculum, environmental and information access.

Curriculum flexibility

The school will make every reasonable effort to meet pupils' needs through adaptive teaching, resources, reasonable adjustments and specialist advice. Any decision to modify aspects of curriculum or assessment will be exceptional, lawful, time-limited where appropriate, and made with careful consideration of the pupil's entitlement, best interests and long-term outcomes. Parents or carers, the pupil, the SENDCo and relevant professionals will be involved.

Disadvantage and pupil premium

Pupil premium funding is used to address identified barriers and improve pupils' access, participation, attainment and wider outcomes. Provision is based on need rather than assumption. Leaders monitor impact and avoid strategies that stigmatise pupils or separate them unnecessarily from peers.

English as an additional language

Multilingualism is valued. Staff distinguish between language-acquisition needs and SEND, using information about prior education, first-language development and progress over time. Pupils receive appropriate language support while maintaining access to an ambitious curriculum and full participation in school life.

Looked after and previously looked after children

The designated teacher works with carers, social workers, the virtual school, the SENDCo and relevant staff to promote educational progress, stability, belonging and wellbeing. Personal Education Plans and pupil premium plus are used purposefully and reviewed for impact.

Mental health and wellbeing

The school promotes wellbeing through relationships, curriculum, early help, pupil voice and the whole-school wellbeing programme. Staff recognise that changes in presentation or behaviour may indicate an unmet need or safeguarding concern. Support is proportionate, sensitive and coordinated with families and professionals where appropriate.

Behaviour and inclusion

The school's approach is relational, fair and consistent. Staff seek to understand the function and context of behaviour while maintaining safe and ambitious expectations. SEND, disability, trauma, communication and mental health needs are considered, and reasonable adjustments are made where required. A need does not remove accountability, but it may change the support, teaching and response that are appropriate.

Attendance and participation

Regular attendance supports achievement, belonging and safeguarding. The school identifies concerns early, listens to the child and family, considers SEND, disability, health, anxiety, bullying and other barriers, and agrees practical support. Attendance action is coordinated with safeguarding and inclusion work.

Pupils should participate in school visits, clubs, performances, leadership, Forest School and enrichment opportunities. Staff plan adjustments and individual support wherever

reasonably possible so that a pupil is not excluded because arrangements were considered too late.

Safeguarding and inclusion

Some pupils may face additional safeguarding barriers because of disability, communication needs, isolation, discrimination, family circumstances or reliance on adults. Staff must remain professionally curious, listen to the pupil, provide accessible ways to report concerns and avoid assuming that signs of harm relate only to SEND or behaviour.

The Designated Safeguarding Lead is Bethan Watts and the Deputy DSL is Sam Holmes. Concerns must be reported immediately and recorded in accordance with the Safeguarding and Child Protection Policy.

Anti racism and respect for diversity

Curriculum content, resources and school life reflect a diverse society and challenge stereotypes. Racist, faith-based, sexist, homophobic, biphobic, transphobic, disablist or other prejudicial language and behaviour are addressed promptly. Incidents are recorded, investigated and reported to governors in an appropriate anonymised form. Education, support and proportionate consequences are used to prevent recurrence.

Pupil voice

Pupils are active participants in decisions affecting them. Their views are gathered in ways appropriate to age, understanding and communication needs through class discussion, school council, surveys, focus groups, individual target setting, SEND reviews and informal conversations. Leaders consider whether all groups feel equally heard and represented.

Working with parents and carers

- listen to family knowledge, concerns and aspirations;
- communicate openly, respectfully and without unnecessary jargon;
- involve families in planning and reviewing support;
- provide accessible information and communication adjustments where required; and
- signpost the East Riding Local Offer, support services and complaints procedures where appropriate.

Working with external professionals

With appropriate parental knowledge and consent unless safeguarding or another lawful exception applies, the school works with education, health, social care, local authority

and voluntary services. Advice is integrated into classroom practice and reviewed for impact. External involvement does not transfer responsibility away from school staff.

Transitions

Transitions between classes, phases or settings are planned carefully. Relevant information is shared securely and promptly. Additional visits, visual information, key-person meetings, transition books or phased arrangements may be used according to need. Pupils and families contribute to planning.

Monitoring and evaluation

Leaders and governors evaluate inclusion through:

- progress and attainment from pupils' individual starting points;
- attendance, punctuality and persistent absence;
- behaviour, bullying, suspensions and discriminatory incidents;
- safeguarding patterns and access to early help;
- participation in clubs, visits, leadership and enrichment;
- SEND outcomes and the impact of interventions;
- pupil, parent and staff voice; and
- curriculum access, work scrutiny, lesson visits and case studies.

Information is considered by pupil group where appropriate, while protecting confidentiality. Findings inform staff development, resource decisions and the School Development Plan. The policy is reviewed annually or sooner if legislation, statutory guidance or school arrangements change.

Policy statement

At Paull Primary School, inclusion is understood as high-quality education, belonging and full participation for every pupil. Barriers are identified and addressed promptly so that children can access an ambitious curriculum, build positive relationships, contribute to school life and achieve strong academic and personal outcomes.

Approval

Approved by Governing Body _____ **Date** _____

Chair of Governors

_____ **Date**

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Headteacher