



INCLUSION POLICY

*To love, to serve and
learn.*

We are a school family journeying together in God's love.

We serve each other to achieve our best.

We learn in fun and creative ways,
respecting everyone's gifts.

Approval Date: September 2026

Review Date: As required

Policy Lead: SENDCo / Headteacher

Mission Statement

At St. Edward's, we are committed to providing an inclusive, nurturing and aspirational Catholic education where every child is recognised as being made in the image and likeness of God. Guided by Gospel values, we celebrate the dignity and uniqueness of every individual and strive to ensure that all pupils flourish academically, spiritually, socially and emotionally.

We believe that every child has the right to belong, participate and achieve within our school community.

Aims

This policy sets out how we ensure that:

- every child is welcomed and valued;
- barriers to learning are identified and removed wherever possible;
- pupils with additional needs receive appropriate support;
- all children can access a broad, balanced and ambitious curriculum;
- families work in partnership with the school;
- inclusion is everyone's responsibility.

This policy should be read alongside our SEND Policy, Accessibility Plan, Equality Information and Objectives, Behaviour Policy and Attendance Policy.

Our Principles of Inclusion

Our school promotes inclusion through:

- high expectations for every learner;
- quality first teaching;
- early identification of need;
- graduated support;
- collaboration with parents and external agencies;
- respect for diversity;
- participation in every aspect of school life.

The Seven Features of Effective Inclusion

In line with current Department for Education guidance, our inclusive practice is underpinned by the following seven features.

1. High Expectations for All Pupils

We maintain ambitious expectations for every pupil regardless of background, disability, special educational needs, disadvantage, language, ethnicity or personal circumstances.

We believe every child can make progress through excellent teaching, appropriate support and positive relationships.

2. Inclusive Quality First Teaching

Inclusive teaching is the foundation of our provision.

Teachers:

- adapt teaching to meet diverse needs;
- use formative assessment to inform planning;
- provide appropriate scaffolding;
- ensure lessons are accessible for all learners;
- promote participation and independence.

Additional intervention complements rather than replaces high-quality classroom teaching.

3. Early Identification and Graduated Support

We identify additional needs as early as possible through:

- ongoing assessment;
- teacher observations;
- discussions with parents;
- pupil voice;
- screening assessments;
- advice from specialists.

Support follows the graduated approach:

Assess

Plan

Do

Review

This ensures provision remains responsive and effective.

4. Partnership with Parents and Families

Parents are valued as partners in their child's education.

We work collaboratively by:

- listening to parental views;

sharing progress regularly;
involving families in decision-making;
co-producing support plans;
providing advice and signposting where appropriate.

5. Access to a Broad and Balanced Curriculum

All pupils are entitled to participate fully in school life.

Reasonable adjustments are made to ensure access to:

the full curriculum;
educational visits;
clubs;
worship;
sporting activities;
performances;
leadership opportunities.

Adaptations are designed to maximise independence while maintaining high aspirations.

6. Effective Use of Resources and Specialist Support

The school deploys staff, expertise and funding strategically to meet pupils' needs.

This includes:

teaching assistants;
SENDCo leadership;
pastoral support;
educational psychology;
speech and language services;
occupational therapy;
specialist teachers;
health professionals.

Support is regularly reviewed to ensure it has measurable impact.

7. Inclusive Culture, Leadership and Continuous Improvement

Inclusion is embedded throughout school leadership and daily practice.

Leaders:

- promote belonging for every child;
- monitor outcomes for vulnerable groups;
- provide professional development for staff;
- evaluate provision;
- remove barriers to participation;
- ensure compliance with the Equality Act 2010 and SEND legislation.

Governors monitor inclusion through regular reports, visits and policy review.

Use of Inclusion Funding

The school receives a range of funding to support inclusive practice. Funding is allocated according to pupils' assessed needs and is used strategically to improve outcomes for all learners.

Funding **may** include:

- the school's delegated SEND budget;
- notional SEND funding;
- pupil premium funding;
- high needs top-up funding (where applicable);
- recovery and intervention funding (where available).

Inclusion funding is used to provide:

- High-quality teaching
- adaptive teaching resources
- curriculum adaptations
- classroom equipment
- assistive technology
- Additional adult support
- targeted teaching assistant support
- small group interventions
- pre-teaching and overlearning
- social communication support
- emotional regulation support
- Specialist intervention
- speech and language programmes
- literacy and numeracy interventions
- occupational therapy programmes
- sensory support
- nurture provision
- Staff development
- SEND training
- trauma-informed practice
- autism awareness
- speech and language strategies
- adaptive teaching approaches

behaviour support training
Specialist resources
communication aids
sensory equipment
specialist software
accessibility resources
intervention materials
External professional advice

Funding may contribute towards:

Educational Psychology advice
specialist teacher assessments
outreach support
professional consultations
multi-agency planning
Monitoring the Impact of Funding

The impact of inclusion funding is evaluated through:

pupil progress data;
attendance;
engagement in learning;
participation in wider school life;
pupil and parent feedback;
review meetings;
provision mapping;
intervention evaluations.

Funding decisions are reviewed regularly to ensure resources are directed where they have the greatest impact.

Roles and Responsibilities

Governing Body

Governors will:

monitor the effectiveness of this policy;
ensure statutory duties are fulfilled;
oversee the use of inclusion funding;
promote equality and inclusion.

Headteacher

The Headteacher will:

promote an inclusive ethos;
ensure appropriate staffing and resources;
monitor provision;
ensure effective deployment of funding.
SENDCo

The SENDCo will:

coordinate SEND provision;
advise staff;
monitor interventions;
liaise with external agencies;
support families;
evaluate the impact of provision and funding.

Teachers

Teachers are responsible for:

the progress of all pupils in their class;
delivering high-quality inclusive teaching;
identifying emerging needs;
implementing agreed support;
reviewing pupil progress.

Support Staff

Support staff work under teacher direction to:

deliver agreed interventions;
promote independence;
contribute to assessment and review.

Monitoring and Review

This policy will be reviewed annually or sooner if legislation or statutory guidance changes.

Monitoring will include:

lesson visits;
provision reviews;
pupil outcomes;
stakeholder feedback;
governor scrutiny;
analysis of inclusion funding impact.

Related Policies

SEND Policy

Accessibility Plan

Equality Information and Objectives

Behaviour Policy
Attendance Policy
Child Protection and Safeguarding Policy
Pupil Premium Strategy
Teaching and Learning Policy

Headteacher: A Snell / **SENDCo:** F McCulloch

Chair of Governors: J Bullock

Date: 06.07.26

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