

Fishburn Primary School
Inclusion Policy
2026-27

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Trust Vision Statement

As a community here at Eden Academy Trust we promise to:

- Provide the very best learning experiences for our children
- Provide the very best learning environments for our children to be taught in
- Provide equal opportunity – all children who attend our schools will succeed.
- Work together to develop the very best practice for our children to benefit from
- Raise the expectations for our children and the wider community we serve.
- Develop the 'whole child'
- Work collaboratively and holistically with partner agencies to support our pupils and their families
- Inspire our children to achieve the very best.

Trust Vision for Inclusion

Our Trust principles alongside each individual school's values are shared and fully embedded across the curriculum and indeed communities.

We believe that all pupils have the right to a broad and balanced curriculum and be fully included in all aspects of school life. (DfE Special Educational Needs Code of Practice 2015) We provide a fully inclusive approach to supporting the needs of all pupils within a happy, secure and caring community where the achievements of all children are celebrated.

We fully embrace the four principles of inclusion in our beliefs and practice, namely that pupils are

- Present
- Participating,
- Achieving
- Supported

Through shared practices, approaches and systems our communities work together to ensure the very best education opportunities and outcomes for all our pupils.

Every teacher is a teacher of SEND and every leader is a leader of SEND and together as a team we ensure every pupil is enabled to achieve their potential. As teachers we fully embrace continuous learning and this is reflected in our practice as we learn together.

All children are encouraged and given opportunity to achieve their full potential and included in social and academic life of school. We passionately believe this.

As a learning community we closely and systematically monitor progress continually strive to adapt to meet the diverse and changing needs of our pupils through collaboration and problem solving with other learners and partners. We involve and work in partnership with parents and other services for the best outcomes. If we can do it, we will !

Our work encompasses the EEF Guidance plan for Supporting SEND in mainstream schools.

- Creating a positive and supportive environment for all pupils without exception
- Build an ongoing, holistic understanding of pupil needs
- Ensure all pupils have access to high quality teaching
- Complement high quality teaching with carefully selected small group and one to one interventions.

Inclusion at Eden Academy Trust means shared understanding, shared value and shared purpose.

Leaders actively reinforce inclusive practice, expectations and support towards our shared vision.

So, what does this look like in Fishburn Primary School?

School Vision Statement

Fishburn Primary School takes a truly holistic approach to supporting all our pupils whilst actively promoting a fully inclusive curriculum. At Fishburn Primary School, we believe that all children are able to achieve great things.

We are committed to ensure all pupils aspire to achieve their full potential in all areas of school life.

We believe that all pupils have the right to a broad and balanced curriculum and be fully included in all aspects of school life. (DfE Special Educational Needs Code of Practice 2015) We provide a fully inclusive approach to supporting the needs of all pupils within a happy, secure and caring community where the achievements of all children are celebrated.

Our Vision, Values and Aims were created in collaboration with learners, staff, parents and partners. As a School Community, we reflect regularly on what they mean and how we can apply our Vision, Values and Aims to our daily life in order to be the very best we can be.

At Fishburn Primary School, we view our setting as a 'Learning Community' – a place where children, professionals, adults and families learn together. With this in mind, our vision statement is...

At Fishburn Primary School, we believe that there are no limits to what our children can achieve.

This is underpinned by a series of core values; which are reflected in the curriculum we deliver:

- Honesty
- Responsibility
- Respect
- Kindness
- Resilience

Definition of Inclusion

At Fishburn Primary School, we consider inclusion as fundamentally an issue of equality of opportunity. We have identified three dimensions to the creation of a fully inclusive school: the creation of inclusive cultures; producing inclusive policies; evolving inclusive practices.

The Salamanca Statement (UNESCO, 1994) re-affirms the right to education of every individual and to ensure that right for all, regardless of individual differences.

The Equality and Human Rights Commission (EHRC) states that “avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life”.

Schools have a duty to promote inclusion for “an equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises people’s different needs, situations and goals and removes the barriers that limit what people can do and can be.” (EHRC, 2014)

The Equality Act 2010 refers to “**protected characteristics**”

It is against the **law** to discriminate against someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Objectives

- 1.1 This policy sets out the expectations at Fishburn Primary School and for joint working with parents and carers, local authorities and social care partners, as well as external agencies and community groups who continually work together to ensure pupils in our care receive the best educational experience.
- 1.2 School must ensure that all pupils; including those with protected characteristics, age; disability; gender reassignment; race; religion or belief; sex; sexual orientation (as defined by the Equalities Act 2010) are able to flourish and thrive within the school community.
- 1.3 Inclusion specifically focuses on pupils with special educational needs and/or disabilities (SEND), those experiencing disadvantage – either through socioeconomic or care factors, those who are More Able, those who speak English as an additional language (EAL) and those who are identified as a minority ethnic group.
- 1.4 Inclusion does not mean that all pupils learn in the same way or together, but that they have equal opportunity to access learning and reasonable adjustments are made
- 1.5 School follows current guidance:
 - The Education Act 1996
 - The Children and Families Act 2014
 - The Special Educational Needs and Disability regulations 2014 and **must** have regard to the Code of Practice
 - The Equality Act 2010
 - Keeping Children Safe in Education 2025
 - Behaviour and Discipline Policy 2025
 - Mental Health and Well Being in School 2018

This plan sets out how the school will promote equality of opportunity regardless of race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. It is created by Fishburn Primary School with the help of the Headteacher and SENCO, Senior Leadership team, staff and pupils and in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the **Special Educational Needs policy, Inclusion Policy, Admissions Policy, Anti-bullying Policy** and **Behaviour Policy**.

Policies can be accessed:

- on the school/Trust website
- on the school shared network
- as a paper copy from the school office

Developing Inclusion across Fishburn Primary School

The Creation of Inclusive Cultures

We have taken note of legislation requiring all schools to be inclusive environments and have an Inclusion team to ensure we continue to maintain ourselves as a fully inclusive school- a secure, accepting, collaborating, stimulating community in which everyone is valued and in which all children are enabled to fulfil their potential. Our inclusive values are shared between all staff, pupils, parents/carers and outside professionals so that all pupils are given the opportunity to achieve their potential and be the best that they can be.

Person/s responsible for co-ordination of Inclusive Practice

Fishburn Primary School Inclusion Team:

Mrs Sue Henry (Eden Academy Trust, Head of Inclusion),
Mr Richard Parkin (Head of School)
Miss Hannah Robertson (SENDCo)
Mrs Kay Salisbury (Link Governor)

The whole school staff contribute together to promote inclusive practice.

Governing Body

- Ensures compliance with the Equality Act 2010 and SEND legislation.
- Publishes and monitors the **SEND Information Report** annually.
- Approves and reviews equality objectives and the school's Accessibility Plan.
- Holds school leaders to account for inclusive practice and outcomes.

Headteacher

- Ensures statutory duties for SEND, equality, and safeguarding are met.
- Oversees the implementation and effectiveness of inclusive teaching and interventions.
- Ensures the SENCo has adequate time, training, and resources.

SENCo (Statutory Post)

Must be a qualified teacher and hold the **National Award for SEN Coordination (NASENCO)** if appointed since 2009 or NPQSEN.

Responsibilities include:

- Coordinating SEND provision and maintaining the SEND register.
- Ensuring compliance with the SEND Code of Practice.
- Leading EHCP processes and maintaining records.
- Advising staff on adaptive teaching and interventions.
- Liaising with external agencies (NHS, CAMHS, SALT, EP, Early Help).

Teachers

As required by the Teachers' Standards:

- Deliver **Adaptive Teaching** that meets the needs of all learners.
- Identify emerging SEND needs and refer promptly.
- Work with the SENCo to implement classroom strategies and pupil targets.
- Maintain accurate pupil records.

Support Staff

- Deliver planned interventions and adapted support.
- Promote independence rather than dependency.
- Provide evidence for reviews and assessments.

Parents/Carers

- Are consulted and involved at every stage of SEND identification and provision (legal requirement).
- Contribute to reviews, target-setting, and EHCP processes.

Pupils

- Are encouraged to voice their views, especially in line with **the SEND Code of Practice's "person-centred practice"** principles.

Coordinating Provision

Provision is coordinated through:

- Recruiting staff and governors who are representative of the local community
- Establishing systems and structures within the school to enable us to support all pupils

Identification, Assessment and Provision

At Fishburn Primary School, we identify the following groups as 'vulnerable' in regards they are at risk of marginalisation, exclusion or underachievement:

- Special Educational Needs
- More Able
- EAL
- Social Emotional Mental Health Needs
- Pupil Premium
- Attendance
- Mobility

Pupils are monitored closely and children at risk of marginalisation, are identified and appropriate support packages put in place. A register of 'vulnerable children' includes all children who have an additional need or are receiving additional support. Specific resources and interventions are referenced in our School SEND Policy.

We use our bespoke vulnerability toolkit to ensure support is all encompassing and each and every child accesses every opportunity to thrive.

Pupil voice is an important aspect of school practice and opportunities are taken to gain an insight into pupil views. This takes the form of:

- Focus groups
- Questionnaires
- Pupil reviews
- Circle time
- School council
- Worry boxes
- Pupil voice handbooks

Inclusion considers the learning environment from the perspective of the learners and seeks ways to provide them with choice, dignity and self-esteem through the design of inclusive learning environments. Strategies in place include:

- Promoting Quality First Teaching
- Visual strategies, resources, scaffolds, timetables and routines
- Skills based learning opportunities and bespoke curriculum and environment
- Mentoring programmes and specific Interventions through "Me Time" Programme
- Wider curriculum opportunities
- Friendship groups
- Out of hours learning to engage hard to reach pupils
- Targeted supported teaching groups
- Family support and links to outside agencies

All school policies are regularly reviewed ensuring that inclusive practice is at the centre of school development- increasing the learning and participation of pupils and responding to their diverse needs. A termly Inclusion report is presented to the Governing Body. Our aim is to ensure that school practices reflect the inclusive cultures and policies of the school.

Environment

At Fishburn Primary School, we believe in providing a welcoming, nurturing and stimulating environment for all our pupils. We have created designated areas for teaching and supporting children to manage their emotions and feelings and each classroom has access to a 'Regulation Station'.

This has sensory toys, calming activities and different strategies to help regulate children's emotions.

Monitoring

We adopt a team approach to support pupil's often complex needs. A weekly Inclusion team meeting ensures our approach is fully holistic and carefully coordinated. Close links are maintained with social care and other key agencies. Within class Pupil Passports/SEND Support Plans/Coordinated Support Plans are updated by class teachers with the support of the SENCO on a termly basis. The targets are closely monitored so that the "Pupil Passport" becomes a working document between school, the child and the parent.

All staff have had in service CPD on child protection and incidents are aware of CPOMS protocols for recording concerns. Any concerns will be discussed at the weekly inclusion meeting. Our monitoring systems comprise of:

- Termly SEND reviews
- Termly Pupil Progress meetings
- Weekly Inclusion team review meetings
- Weekly SLT meetings
- Regular CPD for staff
- Regular monitoring of pupils by EAL teacher and links with SENCO
- Behaviour monitoring by the SLT which is then incorporated into Inclusion team meetings
- Transition programmes at changes class, of key stage and schools.
- SEND Audit
- 'Focus Fortnight' as a whole SLT

Parental Engagement

We value the positive role and contribution parents can make to the education of their child. We believe in promoting partnerships with parents, ensuring mutual trust and respect. Parents are encouraged to come into school and discuss concerns with the class teacher, SENCO or Headteacher. For parents and carers in school;

- We have regular Parent workshops to support pupils to engage in learning,
- We use Class Dojo to inform parents of any events happening in the local area and school that are tailored to support SEND children (eg. Daisy Chain events, Repeat After School sessions).
- We have regular whole school community events e.g., Yellow Day, Odd Socks Day (Down Syndrome)
- Our Inclusion team can signpost parents to specific support programmes.
- We have a breakfast club, after-school club
- We provide Early Years provision to support Early Intervention.
- The school keeps parents informed and involved in school life and actively seeks their views. Social media is used to promote effective communication with parents/ carers and ensure information is accessible to all. Parents and carers are actively encouraged to participate fully in school life.

Links with other agencies

We adopt a multi-agency approach to working enabling us to form positive relationships and engage outside agencies in supporting the needs of our pupils.

Commissioning training as required to support pupils and their families and working with services as required at a strategic level to improve outcomes.

Remote Learning

Where individuals or a small number of children are isolating but otherwise well, core curriculum tasks and a timetable directing the children to the tasks they need to complete each day will be sent home as well as uploaded onto Class Dojo.

Work expected to be completed by the children will be based on the objectives that are currently being taught in school.

Key Vulnerable Groups

SEND

In line with the Code of Practice, school follows the graduated response to a learners' special educational needs. This support follows the Assess, Plan, Do and Review cycle to understand the pupil's needs and promote successful learning and improving outcomes for learners with SEND.

Teaching of pupils with SEND is well evidenced through high quality teaching and intervention, which is targeted, timely and appropriate and which enthuses resulting in consistently high expectations and aspirations of all and a belief that learning is without limits.

Robust tracking and monitoring processes, which ensure levels of achievement and attainment are substantial and sustained, based on individual starting points, and where all learners are well prepared for the next stages of their education.

Holistic approach is well developed and innovative, with opportunities available for personalisation and flexibility, providing a curriculum offer which is different from and/or additional to that already offered and which secures effective partnerships with all agencies.

Some pupils may be underachieving but will not have a special educational need, these pupils will be identified and a catch-up programme implemented.

Pupils will have access to:

- High quality teaching
- Evidenced based targeted intervention
- Specialist advice as required
- 'Can do approach' building on strengths
- Precision teaching

Pupil Premium

For those pupils who have been in receipt of

- free school meals (FSM) at any point in the last six years,
- children of Service personnel who have served at any point in the last six years,
- or are children who have been looked after for 1 day or more, adopted from care, or who have left care under a special guardianship order, a residence order, or a child arrangements order,

Pupils will have access to:

- Early Intervention at earliest opportunity
- High quality teaching, provision and targeted support which motivates and engages learners
- Robust tracking and monitoring of progress
- Access to provision and curricular activities to allow pupils to achieve their potential including following holistic approach to develop wider life skills.
- Opportunities for personalised and flexible support matched to need reflecting a deeper understanding of the context of families securing effective partnerships.
- Support takes a holistic approach looking at academic support alongside wider skills and experiences.
- Teaching and learning that is evidence based and recognised as best practice.

More able Pupils:

- Those pupils performing at a level above that expected of their age group.
- Those pupils who able to transfer skills into new areas
- Pupils who can be creative and show originality in problem solving
- Pupils that show curiosity, question and enjoy discussion

Pupils will have access to:

- Enhanced provision
- Identified early and tracked to ensure potential
- High quality teaching whereby pupils are "stretched" and challenged ensuring high expectations
- Opportunities to develop personalised learning
- Partnership working with parents to extend learning and experience

English as an Additional Language

"All pupils who use or have access to more than one language at home or school."

"Underpinning EAL practice is the ideal of EAL pupils developing English language through 'immersion' in mainstream education, with targeted individual support."
(NALDIC – National Association for EAL)

The promotion of a welcoming learning environment is key, and high value is placed upon this. The child's language and culture may be depicted in signs, displays with positive images of people, places or things from the child's home country, classroom displays with the same sentence written in the scripts of the different languages spoken by children in the class, dual language books etc.

Pupils will have a voice and be listened to, will be active in their own learning and will work with their peers experiencing modelling of language.

Pupils will have access to:

- Key adult and a peer buddy
- High quality teaching and intervention to communicate in speech and writing
- Language acquisition and vocabulary enriching learning
- Teaching which will build on prior knowledge
- Pupils are supported to engage with their peers
- Pupils engage in independent and practical learning opportunities including partnerships with parents

Mobile pupils

- Pupils that have had one school transfer in R or KS1
- Pupils that have had one transfer in KS2
- Pupils that have attended more than one primary school

Pupils will have access to:

- Induction Protocol (See Attendance Policy)
- Proactive formation of positive relationships with parents/carers on entry
- Concerns identified pupils early and received information packs and prompt induction to school routines,
- Information gathered on attainment accessed quickly from pupils' previous schools and this, together with the outcome of assessments of new pupils on arrival, was disseminated promptly;
- Accurate and timely assessments
- Key adult to check in with
- Key information about school and activities
- Review of progress after 6 weeks

SEND Provision

At Eden Academy Trust we have a fully inclusive approach to supporting the needs of all pupils to achieve their potential within a happy, secure and caring community where achievements are celebrated.

We are passionate in our drive to ensure all pupils achieve their potential in all areas of school life with access to an ambitious, broad, differentiated and relevant curriculum.

We promote a positive attitude to learning and in doing so enable pupils to become confident, responsible and independent learners.

We provide appropriate and effective intervention to support pupils with their specific and or additional needs whilst also teaching our pupils to be sensitive, tolerant and caring to one another and to the wider community as a whole.

'For those children who face the greatest educational challenges, high-quality teachers trained to support pupils with a wide range of SEND will be the most powerful way to drive up attainment.'

Our SEND Policy includes a detailed Curriculum map reflecting our graduated Provision and Strategies implemented in school.

We have shared welcome booklets with families to gather feedback from time during lockdown. This information will support the transition back into school.

Each school has an updated SEND Information report that references in detail support for pupils with SEND in each setting.

Our school websites contain links to support and the LA Local Offer.

Safeguarding Policy

Our Trust Safeguarding Policy details the measures take to protect all children – irrelevant of need or disability.

Curriculum Policy

Our curriculum Policies are fully inclusive and support a broad and ambitious curriculum.

PSHE policy

The teaching of PSHE in Fishburn Primary School fits in with our rationale and aims for our whole school curriculum:

They include ensuring that the curriculum:

- Has the needs of the children at the heart of everything we do?
- Is based on a strong foundation of oracy
- Meets the needs of our local community
- Is full of exciting, enriching and enjoyable learning experiences
- Provides opportunities for our children, staff and parents to all learn together.
- Positively improves academic outcomes
- Prepares our children to be positive role models in and effective contributors to Society
- Gives our pupils the chance to become the very best versions of themselves.

Or in short, a curriculum which provides only the very best education, opportunities and experiences for all of our pupils.

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). We deliver this as part of the Jigsaw PSHE programme.

Behaviour and Relationships Policy

Our Behaviour Policy reflects our emphasis on:

- Consistency across school - In order to promote positive behaviour, we feel that consistency is key. Where children feel treated as valued individuals, they respect adults and accept their authority
- Meeting the Needs of Individual – Fishburn Primary follows an Attachment Aware / Trauma Informed Approach, actively promoting empathic approaches to supporting all pupils in their relationships and emotional well-being.

We do this through:

- Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;
- Identification: recognising emerging issues as early and accurately as possible.
- Early support: helping pupils to access evidence based early support and interventions.
- Access: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

A whole school approach extends into all aspects of school life, including:

- Culture, ethos and environment: the health and wellbeing of pupils and staff is promoted through the 'hidden' or 'informal' curriculum, including leadership practice, the school's policies, values and attitudes, together with the social and physical environment.
- Teaching: using the curriculum to develop pupils' knowledge about health and wellbeing.
- Partnerships with families and the community: proactive engagement with families, outside agencies, and the wider community to promote consistent support for children's health and wellbeing.
- School has a very comprehensive programme of support for social, emotional and mental health in school including a range of targeted intervention programmes. As a school, we have staff trained in specific Interventions. Some pupils may also have an individual Learning or behaviour passport to support emotional regulation and independence.
- School also uses the PACE approach to managing behaviour for all pupils, not just those that have experienced trauma.

Links

This policy links to:

- SEND Information report
- SEND Policy
- Accessibility Plan
- Behaviour Policy
- Attendance Policy
- Vulnerability toolkit
- Pupil Premium Strategy
- Primary PE Premium Strategy
- Catch up Premium Strategy
- Staff, Parent and Pupil Handbooks
- School Welcome Packs

Review

This policy will be reviewed every year by the SLT and HoS will report to the Governing Body' about the quality of its implementation and its impact on standards.

Further CPD may be through cluster meetings and network meetings to ensure peer to peer support and share best practice.

Signed

(Head of School):

(Chair of Governors):