Inclusion Procedure

Branston Locks Primary and Nursery School

Implementation date: September 2024
Review date: September 2027

Happy, Curious and Learning

Reviewed September 2025 & September 2026

1. Introduction

Branston Locks Primary and Nursery school is an inclusive school that is committed to providing a safe, happy and secure environment for all our children with the aim that every child feels valued, successful and happy.

We strive to ensure that all children are supported, celebrated and challenged to reach their full potential by giving them access to a broad and balanced curriculum and having high expectations of all our children.

We value every child, actively promoting and celebrating the individuality and diversity of our pupils and creating a sense of belonging for all. The achievements, attitudes and wellbeing of our children matters and this procedure helps us to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We want our school community to celebrate, respect and embrace our diversity.

2. Aims

Branston Locks Primary & Nursery School actively seeks to remove barriers to learning and participation that can hinder or excludes individual children or groups of children. We offer equality of opportunity for all our children and make this a reality through the attention we pay to the different individuals and groups of children within our school, including but not limited to:

- Girls and boys
- Disadvantaged children (Free School Meals and Pupil Premium)
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language (EAL)
- Children with special educational needs (SEN)
- Children with additional needs including social, emotional and behavioural needs
- Children with disabilities or medical needs
- Children above age related expectations
- Travellers, gypsies, asylum seekers and refugees
- Children who are looked after
- Young carers
- Children who are at risk of exclusion
- Children with low attendance or at risk of disaffection
- Children on the Child Protection register
- LGBTQ+

This procedure sets out the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or social development, or may relate to factors in their environment.

This procedure will be implemented in conjunction with the following other school policies:

- Equality policy
- Accessibility Plan
- Anti-bullying policy
- Attendance Policy
- Behaviour Policy
- Safeguarding Policy
- SEND policy
- Curriculum Intent document

3. Legislation and Guidance

This procedure is based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for children with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care plans (EHCP's), SEND Co-ordinators (SENDCo's) and the SEND Information report.
- Equality Act (2010)
- Schools SEND information report regulations (2014)
- Statutory Guidance on supporting children at school with medical conditions (2014)
- Teacher Standards (2011)
- Ofsted Inspection Framework (2026)
- Working together to Safeguard children (2026)

4. Roles and Responsibilities

Class teachers are responsible for:

- Meeting the needs of all pupils in their class and promoting and celebrating diversity and inclusion.
- Working closely with teaching assistants and specialist staff to plan and assess the impact of support and interventions.
- Working with the Senior Leadership Team to review each child's progress and development and make any necessary changes to provision accordingly

- Ensuring they read and follow this inclusion procedure

The Senior Leadership Team will:

- Take a lead role in providing high quality and effective safeguarding and pastoral support in school.
- Monitor the inclusion procedure
- Monitor and assess inclusive provision
- Monitor pupil progress
- Identify barriers to learning and provide staff with appropriate strategies
- Share inclusive expertise with and support the professional development of classroom teachers and teaching assistants.
- Provide high-quality and effective safeguarding
- Co-ordinate cross phase/cross-school transition
- Co-ordinate external specialist provision
- Work closely with the Headteacher to monitor and improve the attendance of vulnerable pupils.
- Use the EAL systems in place to support and monitor the academic, social and emotional progress of children on the EAL Register.

The Governing Body will ensure that inclusion provision is of a high standard and will evaluate the effectiveness of the provision and inclusion procedure on a termly basis.

The Headteacher will ensure the management of inclusion remains consistent and effective, providing regular reports to the governing body.

Parents will work in partnership with the school to support the progress of their child, maintaining strong communication with the school and providing their child with activities at home to assist in their child's development.

5. Pupil Registers

Children in the following groups are named on registers kept and monitored by Branston Locks Primary and Nursery School:

- Pupils identified as having SEND (SEND Register)
- Children learning English as an additional language (EAL)
- Child Protection (CP)
- Looked After Children (LAC) or previously looked after children (PLAC)
- Children in receipt of free school meals + pupil premium (PP)
- Children on individual health care plans for medical conditions

6. Provision

At Branston Locks Primary and Nursery School, we follow the Early Years Foundation Stage Framework for our EYFS children (Reception and Nursery) and the National Curriculum for our Key stage 1 and 2 children (Years 1-6). Teachers have high expectations and plan carefully to meet the learning needs of all our children, ensuring that teaching assistants have access to relevant planning so that they can support children appropriately. We give all children the opportunity to show what they know, understand and can do and we achieve this in a variety of ways when planning for children's learning by providing opportunities, resources and support that allow children to fully access the curriculum.

At Branston Locks we will adapt learning resources accordingly such as print formats and alternative ways of pencil and paper recording, such as Teacher/TA scribing, using computer dictation, google translate and typing.

Teachers take specific action to responds to children's diverse needs by:

- Creating effective learning environments
- Securing child motivation and concentration
- Providing equality of opportunity through planning for all children's needs
- Using appropriate assessment approaches
- Setting appropriate targets for all children
- Providing interventions for children who need help with communication, language, literacy and emotional development.
- Planning for full participation for all children in learning opportunities.
- Supporting children to regulate and manage their emotions and behaviour in order to participate in learning activities effectively and safely

6.1 Supporting children with Special Educational Needs

At Branston Locks Primary and Nursery school, we adopt a graduated response that encompasses a wide range of strategies to help children with SEN. We believe in making full use of all available classroom and school resources before seeking help from outside agencies. In many cases, the action necessary to respond to an individual's requirements to access the curriculum will be met through adaptation of tasks and materials and through the additional support they receive to complete learning activities. A smaller number of children may need access to specialist equipment and approaches or to alternative or further adapted activities, consistent with school-based interventions, augmented by advice and support from external specialists or, in exceptional circumstances, with an Educational, Health and Care Plan (EHCP).

Class teachers provide high-quality teaching appropriately adapted for individual children.

Targeted provision includes:

- Support with adapted learning activities in the classroom
- Small group interventions focused on targeted areas of need
- Specific Individual support from specially trained and skilled school staff or external experts

Please see our SEND Information Report for more information.

6.2 Supporting children with EAL

A child who has English as an additional language, is a pupil whose first language is not English, and who uses that language on a regular basis outside of school. Children with EAL are not considered to have a SEN and are seen to benefit from the ability to love and learn in more than one language.

Children with EAL have full access to mainstream provision, regardless of their proficiency in English. Where necessary, additional support will be given to improve the acquisition of English or to access the curriculum fully. This will be provided through small-group or individual interventions led by the class teacher, teaching assistant or other member of support staff.

Branston Locks will support children with English as an additional language by:

- Assessing children using The Bell Foundation EAL assessment framework to ascertain their English skills in listening, speaking, reading/viewing and writing.
- Setting and monitoring targets using the results from this assessment.
- Providing learning opportunities to enable the development of spoken and written English.
- Providing accessible environments that uses dual coding where possible to support acquisition of English and accessibility.
- Providing additional support may be provided through the use of dual language texts, books, posters, resources and displays.
- The use of translation facilities if needed.
- Teaching support on a small group or 1:1 basis for pre-teaching of key concepts and vocabulary or to consolidate new learning.
- Providing additional 'catch-up' work for children who may have arrived from overseas who may have experienced a different curriculum or who may have gaps in their schooling.
- Promoting and celebrating diversity whilst avoiding stereotyping.

6.3 Supporting children with disabilities

Some children in our school may have disabilities and we are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school meets the requirements of the amended Disability Discrimination Acts (2010). All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Branston Locks is committed to providing an environment that allows disabled children full access to all areas of learning. Our accessibility plan identifies how we intend to increase the extent to which disabled children can take advantage of all that our school has to offer.

6.4 Supporting children with medical conditions

Some children have a medical condition which may affect their participation in school activities. This may be a short-term situation or a long-term situation which, if not properly managed, could limit their access to education. Our school strives to ensure that children with medical needs, receive the best care and support in our school. Children will not be denied access to a broad and balanced curriculum simply because they are on medication or need medical support, nor should they be denied access to school or other activities.

6.5 Supporting Looked After Children

Our school recognises that children who are looked after in local authority care have the same rights as all children, but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development. Branston Locks Primary and Nursery will:

- Consider the emotional wellbeing of looked after children and support children through interventions such as ELSA if needed
- Take a proactive and preventative approach to considering children's academic, social and emotional needs.
- Give children a voice and ability to identify what is important to them.
- Build, support and sustain positive strong relationships with children.
- Practically support our children to understand their feelings in the moment, using emotion coaching

6.6 Supporting children above age related expectations

There are some children who have a broad range of achievement at above age-related expectations or who demonstrate high levels of performance in an academic area who have the potential or capacity for high attainment. These children may show well-developed skills across the curriculum or in a particular area such as:

- Physical talents (sports, games, skills, dexterity)
- Visual/performing abilities (dance, movement, drama)
- Creativity (Artistic, Musical, Linguistic)
- Mechanical Ingenuity (Construction and working solutions)
- Outstanding leadership (organiser, outstanding team leader, sounds judgements)
- Social awareness (sensitivity, empathy)

At Branston Locks, our universal offer for all children is ambitious and aspirational. We support all children, including those children above age related expectations to succeed by:

- Having a low floor high ceiling approach to learning where learning opportunities are provided for deeper exploration and extension beyond the expected level.
- Maintaining high expectation of achievement of all children
- Promoting enterprise and independence for all children
- Planning effectively to cater for all children's needs
- Using effective questioning to promote higher order thinking skills and provide challenge
- Making effective use of assessment (summative and formative) to identify next steps and provide challenge
- Giving children some autonomy over their own learning, promoting self-analysis and evaluation

As children move through Key Stage 2, Branston Locks endeavours to provide enrichment opportunities to support children who show the capacity for higher attainment through developing links and opportunities with other community stakeholders such as the local high schools.

6.7 Child Protection

Children on the child protection register or on a child in need plan are monitored by the senior leadership team and their progress tracked half-termly.

7. Admissions

Branston Locks Primary & Nursery School operates its admissions procedures in accordance with the JTMAT admissions policy and the local authority. This policy does not discriminate on grounds of race, religion, ethnicity or refuse admissions based on grounds of special, social, educational or behavioural needs.

8. Behaviour

We expect high standards of behaviour as set out in our behaviour procedure and aim to develop a community that values and respects individuality and diversity in both staff and children and prepares our children for living in an increasingly diverse world. Racism, sexism or any other forms of discrimination in school are not acceptable.

9. Pupil Voice

The perceptions of children can be invaluable to professionals and parents in reaching decisions. At Branston Locks, we will endeavour to plan to enable children to express their opinions in matters affecting them. We will:

- Seek children's views as part of the statutory annual review process where possible
- Encourage children to have a share in the recording process and in the monitoring and evaluation of their performance
- Be sensitive to the level of understanding and feelings of the child and provide information in a non-stigmatising way
- Help children understand the agreed outcomes of any intervention and how they can be a partner in working towards their goals.

10. Parent/Carer Voice

At Branston Locks Primary & Nursery school, we aim to treat all parents/carers of all children as partners. We promote transparent, supportive relationships with parents and encourage their active involvement in the education of their children. We value the knowledge and expertise that parents can provide in relation to their child focusing on their strengths as well as their additional needs. We will:

- Inform parents/carers about the progress of their child
- Always seek permission before referring their child for extra support
- Involve parents/carers fully in discussions leading up to additional support being given
- Draw on parental knowledge and expertise in relation to their child
- Focus on the child's strengths as well as areas of additional need
- Recognise the personal and emotional investment of parents/carers and be aware of their feelings
- Ensure parents understand procedures, are aware of how to access support in preparing their contributions and are given documents to be discussed before meetings
- Respect the validity of different perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents/carers themselves may have
- Recognise the needs for flexibility in the timing and structure of meetings

We will support parents/carers so that they will be able to:

- Recognise and fulfil their responsibility as parents and play an active and valued role in their child's learning
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about additional provision.

11. Monitoring and Review

The senior leadership team will review this policy annually alongside the Governing Body, to ensure that all relevant policies and practices are up-to-date and compliant with statutory requirements. Any changes to statutory guidance relating to inclusion and SEND may lead to changes in this procedure. In this instance, all staff and the governing body will be notified of any changes.