



Inclusion Policy 2026-27

Learning in God's Love — where every child belongs, grows and flourishes

September 2026

1. Purpose and relationship to the Inclusion Strategy

This policy sets out St Paul's enduring approach to inclusion. It explains the principles that guide our curriculum, teaching, relationships, attendance, pastoral support, SEND provision, accessibility and partnership with families.

The policy is implemented alongside the school's annual Inclusion Strategy Statement. The policy explains what we believe and expect consistently; the strategy identifies the current barriers to learning and participation, the school's annual priorities, planned activity, funding, intended outcomes and measures of impact. The strategy is therefore the school's live implementation and accountability document for inclusion.

2. Vision and principles

At St Paul's, our vision is Learning in God's Love. We believe that every child is known, loved and valued, and should be able to belong, grow and flourish within the life of the school.

Our vision is rooted in 1 Corinthians 16:13-14: "Stand firm in the faith; be courageous; be strong. Let all that you do be done in love."

Inclusion is not an additional intervention or the responsibility of one team. It is a whole-school approach. We believe that:

- every child deserves to belong;
- all children can succeed with the right support;
- high expectations and inclusion go together;
- behaviour can communicate unmet need, emotion or difficulty;
- relationships are central to safety, regulation and learning;
- strong foundations in communication, learning and self-regulation enable children to thrive;
- reasonable adjustments remove barriers rather than lower expectations; and
- specialist and targeted provision should strengthen, not replace, a child's connection with the wider school community.

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We aim to respond to need as early as possible and do not require a diagnosis before putting in place support that can reasonably be provided sooner.

3. Scope and legal framework

This policy applies across St Paul's CofE Primary School & Nursery, including mainstream classes, Nursery, Evergreen specialist provision, SEARCH Inclusion Base & Nurture Hub, extended provision and the wider life of the school.

Our inclusive practice is informed by the Equality Act 2010, including duties relating to disability and reasonable adjustments; the Children and Families Act 2014; the SEND Code of Practice: 0 to 25 years; and relevant statutory safeguarding, attendance, curriculum and accessibility requirements.

4. Aims

We aim to:

- provide a safe, nurturing and inclusive environment where every child feels valued;
- maintain ambitious expectations for all pupils regardless of need, disability, disadvantage, background or starting point;
- identify and remove barriers to learning, participation, attendance and belonging;
- provide high-quality adaptive teaching as the foundation of inclusion;
- identify emerging needs early and respond without unnecessary delay;
- support communication, language, regulation, independence and readiness to learn;
- ensure disabled pupils and pupils with additional needs can participate in the wider life of the school;
- use targeted and specialist support where it adds value, with clear outcomes and review points;
- listen to children and families when planning and evaluating provision; and
- work effectively with external professionals and services where specialist advice is required.

5. Our model of inclusive provision

Inclusion at St Paul's is organised through three connected levels of provision.

Universal provision

Universal provision is the entitlement of every child. It includes an ambitious and accessible curriculum, high-quality adaptive teaching, explicit vocabulary and communication support, predictable routines, clear modelling, appropriate scaffolding, purposeful use of additional adults,

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visual support, opportunities for practice and retrieval, and reasonable adjustments to the environment or task where needed.

Teachers remain responsible for the progress, participation and belonging of every pupil they teach, including pupils receiving targeted or specialist support.

Targeted provision

Some children require additional, focused support for a defined need or barrier. Targeted provision is planned with a clear purpose, intended outcome and review point. It may address communication, literacy, numeracy, social communication, emotional regulation, anxiety, attendance, readiness to learn or other identified needs. Support is adapted, intensified or stopped according to evidence of impact.

Specialist provision

Some pupils require specialist provision, professional advice or statutory support. This may include support linked to an Education, Health and Care Plan, specialist outreach, therapy recommendations, assistive technology, individualised communication or regulation approaches, or placement within Evergreen where named in the EHCP. Specialist provision is coordinated with classroom learning and the wider life of school wherever appropriate.

6. Inclusive curriculum, teaching and communication

The curriculum is ambitious for all pupils. Teaching is adapted so that pupils can access the same important knowledge, concepts and experiences through appropriate routes and supports.

Adaptive teaching may include:

- explicit explanation, modelling and worked examples;
- careful management of cognitive and language demand;
- chunking, scaffolding and guided practice;
- visual supports, symbols, alternative recording methods and assistive technology;
- flexible grouping based on the learning purpose rather than fixed labels;
- additional processing time, repetition and retrieval;
- regulation or movement support where this improves access to learning; and
- purposeful deployment of support staff that develops independence rather than dependence.

Communication and language are central to inclusion. The school prioritises explicit vocabulary teaching, rich spoken language, purposeful talk, oral rehearsal and communication-friendly

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classrooms. Communication needs are considered when interpreting behaviour, attendance, learning and safeguarding concerns.

The school's EYFS and KS1 Stronger Foundations Strategy supports early communication, vocabulary, phonics, number sense, attention, self-regulation, independence and learning behaviours. These foundations continue to be strengthened where pupils need them beyond Key Stage 1.

7. Early identification and the graduated response

We seek to identify barriers early through assessment, observation, pupil voice, family information, attendance, behaviour and safeguarding information, and professional advice where appropriate.

Where a pupil may have SEND, the school follows the graduated Assess, Plan, Do, Review approach set out in the SEND Policy. Support should be practical, proportionate and outcome-focused. Where reasonable support can be put in place immediately, pupils should not have to wait for a diagnosis, referral outcome or statutory assessment before barriers are addressed.

The SEND leadership structure, responsibilities for SEN Support and EHCP provision, and detailed statutory arrangements are set out in the SEND Policy, SEND Information Report and annual Inclusion Strategy Statement.

8. Belonging, relationships, regulation and attendance

Positive relationships and a strong sense of belonging are essential to inclusion. Pupils should feel safe, respected, known and able to seek help.

The school uses relational and restorative approaches alongside clear expectations. We recognise that behaviour can communicate anxiety, communication difficulty, sensory need, trauma, unmet need or dysregulation. This does not remove boundaries or expectations; it helps adults respond in a way that is safe, proportionate and more likely to improve behaviour over time.

Where SEND, health, anxiety or emotionally based school avoidance contribute to attendance difficulties, the school seeks to understand the barrier and use reasonable adjustments, pastoral support, soft starts, phased approaches or other appropriate measures alongside the school's attendance procedures.

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9. Participation in the wider life of school

Inclusion extends beyond classroom lessons. Pupils should be supported to participate in playtimes, lunchtimes, collective worship, PE, Forest School, educational visits, residential, clubs, performances and enrichment wherever reasonably possible.

Adjustments should be considered in advance rather than only when difficulty arises. These may include additional preparation, visual information, alternative communication, modified participation, adapted equipment, additional staffing, accessible transport or environmental adjustments.

A pupil should not be excluded from an activity simply because support is more complex to arrange where a reasonable adjustment can enable safe and meaningful participation.

10. Accessibility and reasonable adjustments

The school works to identify and reduce physical, sensory, communication and information barriers. This includes considering noise, lighting, visual clutter, transitions, access routes, toilets and changing facilities, quieter or regulation spaces, communication formats and access to appropriate technology.

The Accessibility Plan sets out the school's longer-term priorities for curriculum access, the physical environment and accessible information. Individual reasonable adjustments are planned according to need and reviewed when circumstances change.

11. SEARCH Inclusion Base & Nurture Hub

SEARCH provides targeted, normally time-limited support for pupils whose SEMH, regulation, anxiety, attendance/EBSA or readiness-to-learn needs create barriers to successful mainstream participation.

Support is matched to need, reviewed for impact and connected to the pupil's mainstream class. The aim is not to create a parallel school experience, but to strengthen regulation, confidence, attendance, engagement, independence and successful participation in ordinary school life.

Entry, review, exit, risk assessment and detailed provision arrangements are set out in the SEARCH Nurture Hub Policy and Risk Assessment and the annual Inclusion Strategy Statement.

12. Evergreen specialist provision and mainstream inclusion

Evergreen 1 and Evergreen 2 are St Paul's specialist autism provisions for pupils whose EHCP names that placement.

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Pupils receive specialist support according to their individual needs and statutory provision. Mainstream inclusion is planned around readiness, regulation, communication, learning and successful participation rather than a fixed entitlement to a particular amount of time in one setting.

Pupils may access lessons, playtimes, lunchtimes, collective worship, enrichment and other aspects of mainstream school life where this is appropriate and beneficial. Inclusion should be meaningful rather than tokenistic and should never compromise safety, dignity or the pupil's ability to learn and regulate.

Detailed arrangements are set out in the Evergreen Provision Policy, individual EHCPs, support plans and risk assessments.

13. Equality, diversity and pupils who may experience additional barriers

Our inclusive responsibilities apply to every child. We recognise that barriers may arise from disability or SEND, disadvantage, medical need, English as an additional language, race or ethnicity, faith, being looked after or previously looked after, family circumstances, mobility, military family life, refugee or asylum-seeking experience, risk of exclusion, attendance difficulty, trauma or other vulnerability.

We do not assume that membership of a group means a child requires additional intervention. Provision is based on the individual child, the barriers they are experiencing and the support required to enable equitable access and participation.

Discrimination, racism, sexism, bullying and prejudice are not tolerated. The school promotes dignity, respect, cultural understanding, compassion, community and equality of opportunity.

14. Partnership with families, pupils and external professionals

Families are partners in inclusion. The school seeks open, respectful and solution-focused communication with parents and carers, particularly when needs emerge or provision needs to change.

Pupil voice is an important part of planning and review. Communication methods should be adapted so that pupils with speech, language, communication, sensory or cognitive needs can contribute meaningfully.

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Where appropriate, the school works with Speech and Language Therapy, Educational Psychology, Occupational Therapy, health services, social care, Surrey specialist services, SEND caseworkers, Freemantles outreach and other relevant professionals. Advice is translated into practical classroom and provision arrangements rather than held separately from day-to-day teaching.

15. Roles and responsibilities

The Governing Body provides strategic oversight and challenge and monitors whether the school is meeting its equality, SEND and inclusion responsibilities.

The Headteacher is accountable for the school's overall inclusive culture, strategic direction, safeguarding, attendance and deployment of resources.

Senior leaders ensure inclusion is embedded across curriculum, teaching, behaviour, attendance, safeguarding, pastoral support, staffing and professional development.

The SEND leadership team coordinates the graduated response, statutory SEND processes, specialist provision, professional advice and support for staff and families.

Class teachers are responsible for the progress, participation, safety and belonging of every pupil they teach. They plan and evaluate adaptations and work with support staff so additional adult help promotes access and increasing independence.

Support staff contribute to assessment, communication, regulation, intervention and access under the direction of teachers and relevant leaders. They should not become the default teacher for pupils with additional needs.

The School Business Manager and premises team support accessibility, resourcing, compliant use of funding and environmental adjustments.

16. Monitoring, evaluation and the annual Inclusion Strategy

Monitoring of this policy and the Inclusion Strategy Statement is deliberately connected.

Leaders evaluate inclusion through evidence including learning walks, work and assessment information, attendance and persistent absence, progress towards SEND outcomes, participation and reintegration, behaviour and regulation information considered alongside safeguarding and SEND context, pupil voice, parent feedback, staff feedback, accessibility reviews and professional advice.

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Success is not judged simply by whether an intervention or activity took place. Leaders consider whether barriers to learning, participation, attendance and belonging have reduced and whether outcomes have improved.

The Inclusion Strategy Statement is reviewed at least termly by SLT and scrutinised by governors. Evidence is used to strengthen, adapt or discontinue activity that is not having the intended impact and to inform the following year's strategy.

This policy is reviewed annually, or sooner where legislation, statutory guidance, provision or identified risk changes.

17. Related policies and documents

This policy should be read alongside the annual Inclusion Strategy Statement; SEND Policy; SEND Information Report; Accessibility Plan; Attendance Policy & Strategy; Relationship, Behaviour & Anti-Bullying Policy; Safeguarding and Child Protection Policy; Curriculum, Teaching, Learning and Assessment Policy; Supporting Pupils with Medical Conditions Policy; Intimate Care Policy; Allergy Safety Policy; First Aid Policy; Evergreen Provision Policy; SEARCH Nurture Hub Policy and Risk Assessment; EYFS Policy & Provision Framework; and Pupil Premium Strategy.

Document Control

Policy lead: Headteacher and SEND Leadership Team

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