St Robert Bellarmine
Catholic Primary School

Inclusion Policy

Our Mission Statement

"We are God's work of art."

- Help each other
- Be happy
- Follow the light of Jesus
- Include everybody
- Everybody do their best in every way
- Be friends with everyone
- Be responsible for your own actions
- Be Respectful
- Work to the best of your abilities
- Parents, teachers and children support each other.

Feb 2026

1. Policy Statement

Our school is committed to providing an inclusive education in which every child is valued, supported, and enabled to achieve their full potential. We recognise that pupils may experience a range of barriers to learning and wellbeing, which may be temporary or long-term.

Inclusion in our school is needs-led, not label-led, and reflects our duties under the Equality Act, SEND Code of Practice, and safeguarding legislation.

This policy underpins our work with:

- pupils with Special Educational Needs and/or Disabilities (SEND),
- children who are Looked After or Previously Looked After,
- pupils with social care involvement,
- disadvantaged pupils,
- pupils with mental health, social, or emotional needs,
- pupils with attendance or behaviour concerns,
- pupils with English as an Additional Language (EAL),
- young carers and other vulnerable groups.

2. Aims of the Policy

We aim to:

- ensure high expectations and ambition for all pupils,
- remove barriers to learning through inclusive practice and early intervention,
- identify and support pupils' needs as early as possible,
- work in partnership with parents, pupils, and external agencies,
- ensure pupils feel safe, supported, and included,
- monitor impact and continuously improve provision.

3. Key Principles of Inclusion

- Every teacher is a teacher of all pupils, including those with additional needs
- High-quality classroom teaching is the first and most important response
- Support is graduated, proportionate, and reviewed regularly
- Decisions are based on impact and provision, not diagnosis or background
- Inclusion, safeguarding, behaviour, attendance, and wellbeing are interconnected
- Pupil and parent voice are central to effective inclusion

4. Inclusive Practice and Reasonable Adjustments

We make reasonable adjustments to teaching, the learning environment, and school organisation to ensure pupils are not disadvantaged.

These include:

- adaptive teaching strategies,
- clear routines and expectations,

- visual and practical supports,
- flexible approaches to engagement and regulation,
- sensory-aware environments.

Reasonable adjustments are anticipatory and universal and do not, on their own, indicate SEND Support.

5. Identification of Need and Graduated Response

Universal provision

All pupils are supported through high-quality teaching, ongoing assessment, and inclusive classroom practice.

Early identification
Where concerns arise:
- teachers raise concerns through agreed school systems,
- evidence is gathered over time,
- parents are informed and involved early.

Targeted support

Some pupils receive time-limited targeted support to address specific barriers. Not all targeted support indicates SEND.

SEND Support

A pupil is identified as requiring SEND Support when:
- barriers to learning are persistent and long-term,
- progress remains limited despite targeted support,
- provision is additional to and different from that ordinarily available.

SEND Support follows the Assess–Plan–Do–Review cycle.

6. SEND and Disability

The school:

- maintains a SEND register which is dynamic and reviewed regularly,
- ensures pupils with SEND access a broad and balanced curriculum,
- monitors academic, social, emotional, and wellbeing outcomes,
- works closely with parents and external professionals,
- meets statutory duties through the SEND Policy and SEND Information Report.

A diagnosis alone does not determine SEND Support.

7. Wider Vulnerability and Inclusion

Looked After and Previously Looked After Children

We recognise the additional vulnerability of children in care and previously in care and provide:

- a Designated Teacher,
- effective Personal Education Plans,
- trauma-informed and relational approaches,
- close partnership with carers and professionals.

Social Care Involvement

Pupils with social care involvement are supported through:

- strong safeguarding systems,
- close liaison between DSL and Inclusion Lead,
- appropriate flexibility and understanding during periods of family stress.

Disadvantaged Pupils

Disadvantage is addressed through:

- high-quality teaching,
- targeted academic and pastoral support,
- careful identification to avoid mislabelling need as SEND.

8. Attendance, Behaviour, and Wellbeing

Attendance

Attendance is viewed through an inclusion and safeguarding lens. We:

- identify concerns early,
- explore underlying causes,
- work in partnership with families and agencies,
- use individualised support plans where needed.

Behaviour

We recognise behaviour as communication. Our approach:

- prioritises understanding unmet need,
- includes reasonable adjustments,
- focuses on relational and restorative practice,

- monitors patterns to prevent disproportionality.

Mental Health and SEMH

We provide:
- emotionally safe classroom environments,
- targeted SEMH support where required,
- access to specialist support when appropriate.

9. Other Vulnerable Groups

Ethnicity, Culture, and Equality

Pupils from all ethnic and cultural backgrounds are valued and respected within our school community. Ethnicity is not treated as a learning need in itself; however, the school recognises that experiences of racism, discrimination, or cultural misunderstanding can create barriers to wellbeing, participation, and engagement.

The school promotes an inclusive and representative curriculum, challenges prejudice and discriminatory language or behaviour, and ensures that policies and practices do not disadvantage pupils on the basis of ethnicity. Any concerns are addressed promptly in line with the Equality Policy, Behaviour Policy, and safeguarding procedures.

English as an Additional Language (EAL)

Language development needs are supported through inclusive teaching. EAL is not considered a learning difficulty, and pupils are not identified as SEND without clear evidence of additional need.

Young Carers

Young carers are identified and supported through pastoral care, flexibility, and external partnership where appropriate.

Other Identified Groups

In addition to the groups outlined above, staff will remain vigilant in identifying and supporting any other children or groups of children who may experience barriers to learning, participation, or wellbeing. This may include children facing temporary challenges, changes in family circumstances, emotional or social difficulties, or any other individual needs.

Staff will work in partnership with parents/carers and relevant professionals, where appropriate, to ensure timely and appropriate support is put in place. All actions will be guided by the child's best interests and the setting's commitment to equality, inclusion, and safeguarding.

10. Pupil Voice and Parent Partnership

Pupil voice

We ensure pupils' views are gathered in accessible ways and used to:
- inform planning and support,
- review provision,

- improve inclusive practice.

Parent partnership
We work collaboratively with parents by:
- communicating early and clearly,
- valuing parental knowledge of their child,
- sharing decisions and next steps openly.

11. Roles and Responsibilities

Class teachers
- deliver inclusive teaching,
- identify concerns early,
- implement and review support.

SENCO (Statutory SEND Role)
- has responsibility for statutory SEND duties in line with the SEND Code of Practice.
- leads SEND identification and assessment
- maintains and reviews the SEND register
- ensures the graduated response is implemented
- coordinates SEND provision and interventions
- liaises with external professionals regarding SEND
- oversees EHCP processes and reviews
- supports and advises staff on SEND practice
- works in partnership with parents of pupils with SEND

Inclusion Lead
- leads the school's inclusive ethos and strategy
- oversees wider inclusion, including:
    - SEND pupils
    - Looked After and Previously Looked After Children
    - social care involvement (CIN / CP / Early Help)
    - attendance and persistent absence
    - behaviour and wellbeing
    - disadvantaged pupils and other vulnerable groups
- monitors patterns and disproportionality across vulnerable groups
- ensures inclusion systems are joined-up and coherent
- works closely with the Designated Safeguarding Lead
- reports on inclusion to senior leaders and governors

Joint responsibilities include:

- *sharing information about pupils with overlapping needs*
- *ensuring SEND pupils with additional vulnerabilities are well supported*

- *aligning SEND provision with wider inclusion strategies*
- *contributing to whole-school monitoring and evaluation*

Safeguarding Lead

- ensure vulnerable pupils are protected,
- link safeguarding and inclusion systems.

Senior leaders and governors

- ensure statutory compliance,
- monitor inclusion effectiveness,
- challenge and support inclusive practice.

12. Monitoring, Evaluation, and Review

Inclusion is monitored through:

- progress and attainment data,
- attendance and behaviour analysis,
- pupil and parent voice,
- review of provision and outcomes.

This policy is:

- reviewed annually,
- updated in response to pupil need, evaluation, and inspection,
- used as a working document to support continuous improvement.

13. Linked Policies and Documents

This policy should be read alongside:

- SEND Policy
- SEND Information Report
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Attendance Policy
- Equality Policy and Accessibility Plan

Inclusion in our school is coherent and joined-up. SEND, safeguarding, attendance, behaviour, disadvantage, and wellbeing are considered together so that pupils receive the right support at the right time.

Appendix A

Inclusion Policy – SEND Policy Mapping

Purpose

This appendix demonstrates how the Inclusion Policy aligns with and complements the school's SEND Policy (2025–2026). The SEND Policy remains the statutory SEND document; the Inclusion Policy provides the strategic, whole-school inclusion framework.

Policy Alignment Table

Inclusion Policy Section	SEND Policy Section / Pages	How They Align
1. Policy Statement	Mission Statement; Aims (pp.1–2)	Shared values of inclusion, equality, high expectations, and entitlement for all pupils
2. Quality-First Teaching & Reasonable Adjustments	High Quality Teaching; Curriculum Access (pp.2–3, 7)	Clarifies universal provision expected for all pupils before SEND Support
3. SEND Identification Pathway	Identification and Assessment (pp.6–7)	Same graduated approach and early identification processes
4. SEND Register: Entry, Review, Exit	SEND Register; Provision (pp.7–8)	SEND register remains needs-led, evidence-based, and reviewed regularly
5. Intervention Menu	Provision; TA Deployment (pp.4–5, 7–8)	Interventions used to address specific barriers and reviewed for impact
6. Tracking & Progress Monitoring	Pupil Progress; Recording & Reviewing (pp.8–9)	Progress monitored holistically, including academic and wider outcomes

7. Mental Health & SEMH Support	Access to Curriculum; Wellbeing Support (pp.7–8)	SEND pupils supported through inclusive and emotionally safe practice
8. Attendance & Persistent Absence	Pupil Progress; Safeguarding Links (pp.7–8)	Attendance viewed through an inclusion and safeguarding lens
9. Parent Partnership & Communication	Working with Parents (pp.5–6)	Strong partnership and shared decision-making
10. Pupil Voice	Involvement of Pupils (p.6)	Pupil views inform planning, provision, and review
11. Roles & Responsibilities	School Staff; Leadership & Governance (pp.4–5)	Roles preserved and clarified across SEND and wider inclusion
12. Monitoring, Evaluation & Review	Reviewing; Policy Evaluation (pp.8–9)	Shared cycles of monitoring, evaluation, and annual review
15–22. Wider Inclusion Framework	Links with External Agencies; Safeguarding (p.5)	Inclusion Policy extends support to wider vulnerabilities beyond SEND

Key Clarifications (SEND and Inclusion)

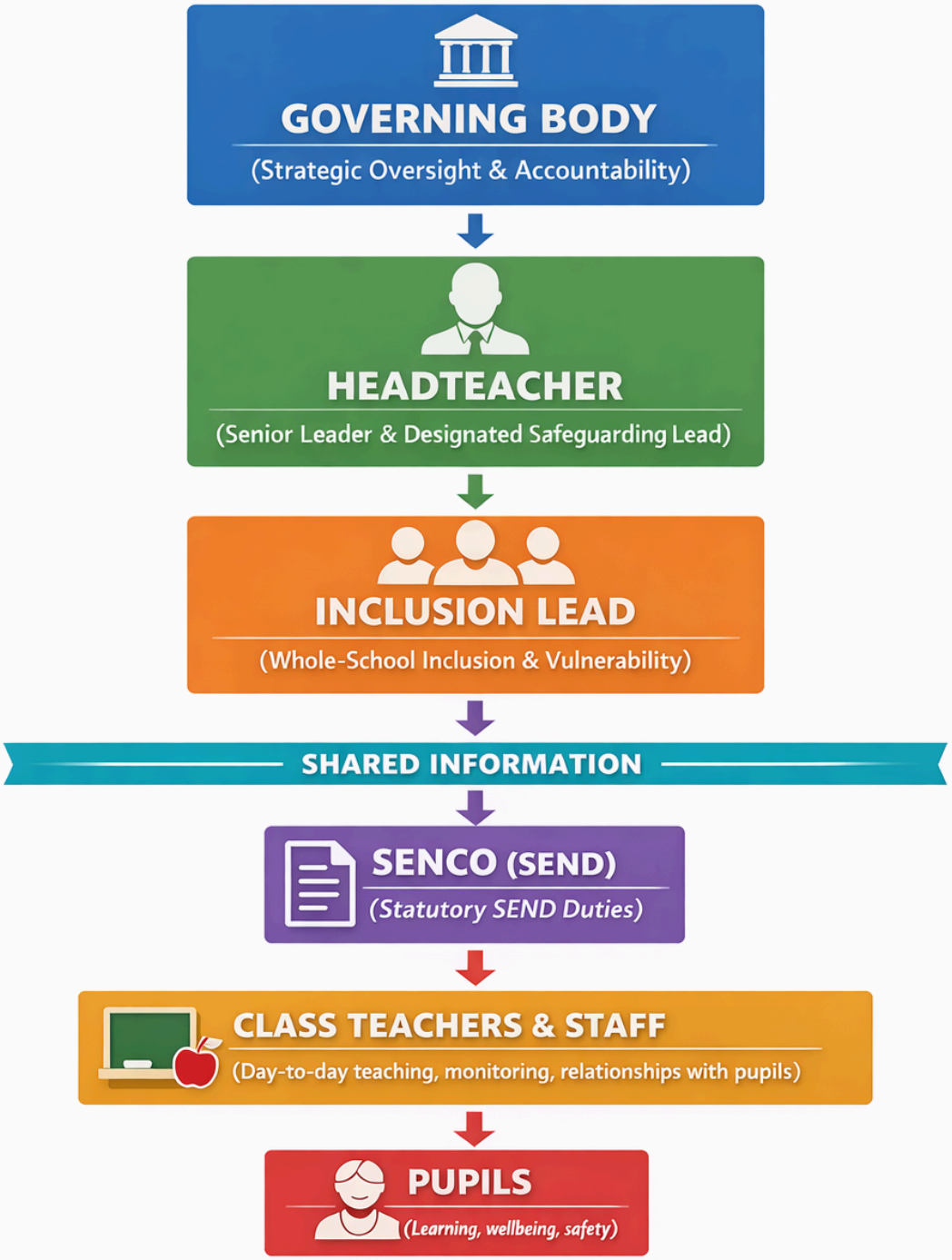
- **SEND Support is provided where provision is additional to and different from**
- **Reasonable adjustments are universal and anticipatory**
- **Some pupils receive inclusion support without being on the SEND register**

The SEND Policy fulfils statutory SEND requirements. The Inclusion Policy places SEND within a coherent whole-school framework for vulnerability, safeguarding, wellbeing, attendance, and equality. Together, these policies ensure that no pupil is overlooked.

Date: _____

Next Review: _____

Appendix B


GOVERNING BODY
(Strategic Oversight & Accountability)
HEADTEACHER
(Senior Leader & Designated Safeguarding Lead)
INCLUSION LEAD
(Whole-School Inclusion & Vulnerability)
SHARED INFORMATION
SENCO (SEND)
(Statutory SEND Duties)
CLASS TEACHERS & STAFF
(Day-to-day teaching, monitoring, relationships with pupils)
PUPILS
(Learning, wellbeing, safety)

Feb 2026