



Inclusion Policy

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Vision, Values and Purpose

At Waterloo Primary School and Nursery, inclusion is a fundamental part of our ethos, moral purpose, and leadership culture. This policy sets out our commitment to ensuring that every child - across our Nursery and Primary phases - is valued, included, and supported to thrive academically, socially, and emotionally. Given our specific school context, which includes highly complex, intersecting pupil vulnerabilities, this policy establishes a unified framework for inclusive practice, trauma-informed support, and academic excellence.

We believe that every child deserves access to a high-quality, ambitious education, that barriers to learning can be systematically reduced through proactive, evidence-informed practice, and that inclusion is a whole-school responsibility shared by all staff tiers. This policy directly operationalises our Inclusion Strategy and seamlessly integrates our approaches to:

- Whole-School Inclusion Frameworks
- Trauma-Informed and Relational Practices
- Special Educational Needs and/or Disabilities (SEND) provision across mainstream and specialist track
- Pupil Premium (PP) / Disadvantaged Pupils Strategy
- English as an Additional Language (EAL) Support Strategy
- High-Quality Adaptive Teaching and universal curriculum delivery

Our approach is driven by our core SHINE values:

- **Strive:** Challenging every child to achieve their absolute best, regardless of starting points.
- **Honesty:** Identifying barriers transparently and working with families with integrity.
- **Inclusion:** Ensuring a deep, structural sense of belonging for every single learner.
- **Nurture:** Supporting emotional safety, regulating anxiety, and establishing trust.
- **Excellence:** Delivering high-quality universal provision and targeted intervention.

Core Principles of Inclusion

Every Child Belongs

We actively foster an institutional culture where every child is respected, valued, and welcomed—regardless of difference, background, language, or ability. Diversity is recognised as a core strength of our school community.

Equity Over Equality

We provide the bespoke support each child needs to achieve parity of opportunity. We reject identical treatment in favour of targeted equity; some children (such as those with SEND, Pupil Premium funding, or those newly arrived with EAL) will require significantly more time, specialised physical or bilingual resources, customised environmental adaptations, or individualised adult scaffolding to succeed and be fully included.

High Expectations and Curriculum Ambition

We maintain unyielding, high aspirations for every single learner. We refuse to allow vulnerability, complex SEND, or language barriers (EAL) to lower our academic or behavioural standards. Adaptation means scaffolding up to allow access to a broad and balanced curriculum, not narrowing expectations or diluting complexity.

Trauma-Informed and Relational

We embed evidence-based, trauma-informed and relational approaches to build physical safety, deep emotional connection, and predictable trust. Staff establish connection before correction, using relational models to de-escalate anxiety and distress.

Inclusive, Child-Centred Design

We design our physical environments, curriculum delivery, and daily routines to support the widest possible range of diverse learners from the outset, minimising the need for retrofitted, exclusionary accommodations.

Representation and Belonging

We intentionally ensure that our curriculum content, literature selection, and physical school environment actively reflect and celebrate diverse lived experiences, family structures, languages, cultures, and abilities, ensuring every child sees themselves as an active, valued participant in our school.

Trauma-Informed and Relational Approaches

Advanced Trauma-Informed Principles

Our behavioural and pastoral approach recognises that behaviour is a primary form of communication, particularly for pupils with SEND, EAL, or significant trauma. Our framework is rooted in:

- Guaranteed emotional and physical safety within classrooms.
- Total environmental predictability, routine, and clear boundaries.
- Prioritising connection before correction.
- Active staff co-regulation and the explicit modelling of emotional control.
- The mandatory use of strengths-based, non-punitive language.

Recognising our unique school context, our trauma-informed framework explicitly accounts for pupils navigating severe external adverse childhood experiences (ACEs). This includes children managing high-conflict family separation, parental imprisonment, active domestic abuse, sudden police interventions, or devastating bereavement (including the loss of parents, primary carers, or siblings).

We mandate that staff utilise relational co-regulation over punitive measures to ensure that pupils experiencing external emotional crises maintain complete access to a calm, predictable, and physically safe learning environment.

Daily Relational and Co-Regulation Practices

All staff are trained and expected to apply practical co-regulation and relational techniques universally to reduce stress, de-escalate crises, and build secure attachments for pupils with SEMH needs, anxiety, or trauma backgrounds:

- Connection Before Correction: Staff prioritise de-escalation, emotional connection, and calming techniques before attempting to address or resolve behavioural issues.
- Emotional Validation: Actively acknowledging and validating a pupil's feelings underneath their behaviour, ensuring they feel heard and understood even when physical boundaries must be maintained.
- Curiosity-Led Responses: Seeking to understand the underlying need or trigger behind a pupil's distress rather than making assumptions or responding punitively.
- Proactive Regulation Support: Providing structured opportunities for movement, sensory breaks, or time in designated quiet spaces to help pupils return to a state of calm readiness for learning.

Universal Provision & Adaptive Teaching

Quality-First Adaptive Teaching

High-quality teaching is our primary tool for inclusion. To systematically eliminate learning barriers and guarantee academic progress, teachers utilise proactive adaptive teaching strategies to support pupils with SEND, those qualifying for Pupil Premium, and EAL learners across three main operational areas:

Strategies for Engagement

- Maintaining highly predictable daily classroom routines.
- Universal utilisation of visual timetables, visual cues, and bilingual environmental labelling.
- Creating dedicated, accessible low-sensory safe spaces within every classroom.
- Providing authentic choices in tasks to increase intrinsic motivation.

Strategies for Representation and Presentation of Information

- Simultaneous presentation of information via visual, auditory, and tactile models.
- Mandatory use of clear visual models, structural scaffolds, dual-coded instructions, and concrete mathematical/linguistic resources.
- Systematic pre-teaching of core subject vocabulary and key concepts before main lesson delivery (critical for both SEND and EAL cohorts).
- Universal integration of symbols, communication boards, translated key-word glossaries, and broken-down task lists.

Strategies for Expression and Demonstrating Understanding

- Allowing pupils to demonstrate standard mastery via verbal, written, practical, digital, or first-language formats.
- Providing writing frames, sentence starters, and structured language templates (supporting language acquisition alongside academic task completion).
- Providing assistive technology, communication devices, translation aids, and digital tools universally.

Contextual Environment Adaptation (incl. high-needs care)

Our physical learning environments are calm, structured, visually uncluttered, and completely accessible. To ensure true equity of access, our environmental and curriculum design explicitly integrates alternative and augmentative communication (AAC) frameworks for our pre-verbal and minimally verbal learners (particularly within our specialised provisions).

Furthermore, our commitment to inclusive environments extends to robust, proactive risk-management and specialised environmental adaptations for pupils presenting with severe sensory processing disorders and complex medical/dietary vulnerabilities, including specialised oversight for conditions that require a Tracheostomy or MIK-KEY button for example.

Workforce Deployment and Collaboration

We maintain a stable and highly trained teaching and support staff team. Teaching Assistants (TAs) are deployed strategically and collaboratively to facilitate the delivery of high-quality universal provision. Rather than serving as exclusive adult monitors that inadvertently isolate a vulnerable child, TAs work in absolute partnership with classroom teachers to implement adaptive scaffolding, guide small-group interactions (such as targeted EAL language acquisition or phonics catch-up), manage specialised medical/sensory adaptations, and ensure that pupils can access the independent elements of the core curriculum safely.

Curriculum Accessibility & Removing Barriers

Our curriculum is intentionally sequenced, highly structured, and designed to proactively build cultural capital for all learners. Recognising that multiple pupils experience fractured home learning environments or a total lack of academic support outside of school hours, our adaptive teaching and homework frameworks are designed to remove dependencies on home resources or parental literacy. The school proactively provides all necessary physical tools, technical devices, bilingual materials, and vital pre-teaching within the regular school day.

Full participation in all enrichment activities, school trips, residential visits, extra-curricular clubs, after-school provisions, and public performances is guaranteed. Financial and linguistic barriers are eliminated automatically, systematically, and discreetly via the Inclusion Lead's strategic oversight of Pupil Premium funding integration and community support, ensuring 100% equity of student participation regardless of household income or socioeconomic status.

Leadership Framework & Strategic Responsibilities

To maximise accountability and meet national evaluation metrics, our leadership structure enforces highly specific, collaborative roles to manage overlapping vulnerabilities:

Leadership Role	Core Strategic and Operational Responsibilities
Headteacher	Provides overall strategic leadership for whole-school inclusion, resource allocation, and organisational alignment; oversees staffing structures, targeted resource deployment, and whole-school professional development priorities.
Deputy Headteacher	Holds comprehensive operational and strategic responsibility for whole-school behaviour, safeguarding, pastoral frameworks, and attendance metrics; directs the safeguarding and pastoral teams to ensure an integrated response to student safety and wellbeing. Includes oversight of Emotionally Based School Avoidance (EBSA) pathways.
Inclusion Lead	Leads whole-school strategic inclusion across all demographic groups; holds responsibility for the Inclusion Strategy, Pupil Premium (PP) Strategy, outcomes for disadvantaged pupils, and EAL provisions; embeds adaptive teaching frameworks across the entire workforce; systematically tracks learning velocity and enrichment participation rates; coordinates and works in close lockstep with the Deputy Headteacher to integrate inclusion and pastoral care.
SENDCO	Manages the identification, statutory assessment, and specialised provision for mainstream pupils with SEND; guarantees compliance with the SEND Code of Practice; coordinates external specialists, educational psychologists, and medical professionals; directly supports classroom teachers with adaptive teaching strategies and structured "Assess, Plan, Do, Review" cycles.
Specialist Provision Lead	Holds targeted oversight and strategic responsibility for the specialised Autism Provision and the Cognition and Learning Provision; works closely with the Curriculum Lead in ensuring there are customised, adaptive curriculum tracks for high-needs or complex sensory/pre-verbal cohorts; ensures specialised environmental risk-management is strictly maintained.

Team Around The Child

Our leadership structure is intentionally designed to address the high intersectionality of our cohorts. We recognise that children rarely face just one challenge in isolation. Where a pupil experiences compounded, overlapping barriers (e.g., a child in our specialist Autism Provision who also holds an EHCP, has English as an Additional Language, is subject to a Child Protection plan overseen by the Deputy Headteacher, and qualifies for Pupil Premium tracked by the Inclusion Lead), these leads will conduct joint casework reviews. This collaborative mechanism ensures that funding streams, safeguarding measures, academic provisions, and specialised environmental adaptations are completely integrated into one single picture, preventing any child from falling between strategic or structural gaps.

Identifying Needs, Early Intervention & High Transience

We implement a rigorous, continuous graduated approach to identifying and addressing pupil barriers: Assess- Plan - Do -Review. Early intervention is heavily prioritised across our Nursery, Reception, and Key Stage 1 provisions, with robust support pathways deployed immediately upon identification of need (such as developmental language delays or initial EAL profiling) without waiting for external clinical or statutory diagnoses.

Our graduated approach acts immediately upon a pupil's arrival, prioritising rapid academic baseline assessment, language profiling for EAL learners, and immediate, trauma-informed pastoral integration for highly mobile pupils or those entering the school mid-term from emergency housing arrangements or fleeing domestic crisis (e.g., transience between regional local authorities). We establish immediate internal baselines to prevent the widening of learning gaps during regional transience.

Multi-Agency & Collaborative Family Partnerships

We build deeply respectful, non-judgemental, and highly collaborative relationships with parents and primary caregivers. We provide highly flexible meeting times, translated materials, accessible communication methods, and empower parents as true partners in educational decision-making. Staff maintain absolute professional sensitivity to families navigating multi-agency intervention, social care oversight, language barriers, or historic trauma. The school acts as a safe, supportive hub, actively signposting families to Early Help pathways, local authority teams, and crucial community resources to support home stability, physical routines, and student attendance.

Monitoring, Evaluation & Accountability

To ensure this policy remains a dynamic, high-impact instrument rather than a static document, the leadership team enforces a rigorous termly monitoring cycle. At the conclusion of each half-term, leadership will systematically audit and evaluate our progress against the targets set out in our Inclusion Strategy:

- **Learning Velocity:** Measuring the specific rate of academic progress and trajectory for all vulnerable cohorts (SEND, PP, EAL, LAC) to ensure bespoke interventions are actively closing achievement gaps against their starting points.
- **Attendance and Lateness:** Real-time tracking of persistent absence metrics, treating low attendance not merely as a compliance issue but as an immediate safeguarding and inclusion indicator requiring personalised family intervention.
- **Behaviour and Regulation Patterns:** Reviewing internal suspensions, the success rate of classroom co-regulation, and the reduction of exclusionary practices.
- **Inclusion Quality:** Conducting regular learning walks focusing on adaptive teaching execution, EAL support strategies, curriculum adaptation, planning reviews, and work scrutiny.
- **Participation Equity:** Reviewing attendance at after-school provisions, clubs, trips, and pupil leadership roles to guarantee zero financial or physical exclusion barriers.
- **Authentic Voice:** Evaluating termly pupil and parent voice feedback loops.

Analysis of this data directly informs the School Development Plan (SDP) and is presented to the Governing Board to ensure inclusive duties are met with the highest levels of professional and financial rigour.