Parish Church of England Primary School

Inclusion Strategy 26–27

Our Inclusive Practice:

At Parish C.E. Primary School, we believe that every child is unique and that each and every child is put first to ensure they achieve and thrive. Guided by our Christian vision of learning and growing together in faith, hope and love, we are committed to creating an inclusive community where every child belongs, feels valued and is supported to fulfil their potential.

We believe that high standards and inclusion go hand in hand. Every child has the right to an ambitious, knowledge-rich curriculum alongside high-quality adaptive teaching that removes barriers to learning, promotes independence and enables every pupil to participate fully in school life. Our approach reflects the vision set out in the Department for Education's Every Child Achieving and Thriving (February 2026), recognising that inclusion is not an additional strategy, but the foundation of excellent education for all.

Inclusive practice begins with knowing our pupils well. Through early identification, high-quality teaching and a graduated approach, we respond to pupils' strengths and needs as soon as they emerge. Using evidence-informed practice, high-quality assessment and collaboration with families and professionals, we ensure support is timely, effective and proportionate, enabling children to overcome barriers to learning and/or wellbeing.

Our inclusive culture is led by the Senior Leadership Team, including the SENDCo, and is embedded by every member of staff. Through continuous professional development, coaching and collaboration, we equip staff with the knowledge, confidence and skills to deliver adaptive teaching, create nurturing learning environments and maintain high aspirations for every child. This enables pupils to develop resilience, confidence, independence and a strong sense of belonging, allowing them to flourish both academically and personally.

We recognise that successful inclusion is built through strong partnerships. We work closely with parents and carers, external professionals, health services, the Local Authority and the wider community to ensure children receive coordinated support. Together, we create a connected network that enables every child to feel safe, included and empowered to achieve and thrive throughout their time at Parish and beyond.

Our Inclusive Rainbow Curriculum

The purpose of our Rainbow Curriculum is to ensure that our children are successful in life and learning, no matter what their starting points and barriers to learning may be. Just as the rainbow is a symbol of hope in the Christian faith, our Rainbow Curriculum offers all our children hope for a future full of achievement, dignity, and opportunity. We recognise the unique strengths and potential of every learner and tailor our approaches to support each child in reaching their personal best.

As a school, our curriculum sets high expectations for each and every child, meaning that we are relentless in our commitment to overcoming barriers faced by our pupils and to developing children who are self-motivated in their pursuit of learning.

In the book of Genesis, God tells us that the rainbow is His promise to the Earth. In that spirit, our Rainbow Curriculum is our promise to every child we serve that they will be seen, supported, and celebrated – all through 'Inclusion by Design.'

Our Pupil Premium Strategy:

Our intention is that all pupils, regardless of their background or the challenges they face, have equitable access to a high-quality education that enables them to thrive academically, socially, and emotionally. We are committed to identifying and addressing the needs of disadvantaged pupils swiftly and effectively, ensuring that every child is supported to make strong progress. Leaders have a thorough and confident understanding of the needs of disadvantaged pupils and use the best available evidence, including high-quality research, to inform their approaches. This includes regularly reviewing strategies for the pupil premium and, where applicable, the early years pupil premium. The pupil premium strategy is closely aligned with broader school improvement priorities, and staff understand their roles in implementing it.

The strategy is effectively implemented and monitored, supported by ongoing training and guidance for staff. Any necessary adaptations to the approaches used to support disadvantaged pupils are made promptly and effectively. Leaders' approaches, including the development of the pupil premium strategy, demonstrably improve pupils' learning outcomes.



Inclusion By Design:



SHARED INCLUSIVE VISION

- We are 'inclusive by design' in all that we do.
- Inclusion (including support for those children with SEND and those socioeconomically disadvantaged) is everyone's business.
- We have high aspiration and expectations for all pupils driven by our Christian Vision and values.

COMMUNITY AND BELONGING

- Strong, consistent systems, processes and policies ensure that all children and their families feel a sense of belonging in our school from when they join the Parish Family.
- This is supported by work though Trauma Informed Approaches, Schools of Sanctuary and Global Neighbours.

OUR INCLUSIVE PRINCIPLES

- Our 10 'inclusive practice principles' are central to our 'Inclusion by Design' approach.
- They allow our inclusion strategy vision to be lived out and provide a clear framework for all school stakeholders to deliver and monitor its completion (with changing needs).
- All 10 principles hold equal importance and work as a cumulative whole to develop inclusive practice.

Principle 1

Early Identification · *Staff Expertise* · *Regulation* · *Purposeful Partnership* · *Ambitious Curriculum* · *Inclusive Teaching & Ambitious Curriculum* · *Enabling Environments* · *Targeted Opportunity* · *Inclusive Opportunity* · *Achievement for All*

REMOVING BARRIERS

- Through CPD for all and specialist guidance when necessary, leaders quickly and accurately identify and support pupils who face barriers to their learning (supported by evidence).
- This includes those who are disadvantaged (through our robust pupil premium strategy), have EAL, SEND, LAC and are Young Carers.

26/7 SDP priority – To continue to embed the school's inclusion strategy to ensure that every child can achieve and thrive. (LDST Pillar 3)

OUR SCHOOL CONTEXT

% of children with SEND	22.8%
% of children in receipt of PP funding	30.6%
% of SEND children double disadvantaged	43%

CULTURE

- 'Inclusion by Design' is tangible through all aspects of our school.
- Predictability is central to our whole-school culture with highly organised and structured routines that support all learners. We refer to this as the Parish Way.
- Other aspects include (but are not limited to): our school timetable including sensory circuits for all, our equality objectives, accessibility plan (including the physical environment), school equality charter and our consistent learning environment.

How PEDAGOGY supports ALL pupils.

- CPD linked to inclusion is built into the schedule to be visited within each of the five CPD cycles. Bespoke CPD takes place according to role for ALL staff.
- A focus is placed upon adaptive teaching supported by cycles of instructional coaching.
- Subject specific CPD also takes place throughout the academic year with support for all areas of need – this includes those who are disadvantaged.

How the CURRICULUM supports ALL pupils.

- The meticulously planned curriculum is the progression model with high expectations for ALL pupils.
- All areas of the curriculum are available to all pupils with adaptive teaching (with a core focus on Strong Foundations).
- Our curriculum also incorporates our extensive 'Personal Development and Wellbeing' offer which is also inclusive in design to support all pupils (including those pupils who are socioeconomically disadvantaged, pupils with SEND and any other barriers to their learning or well-being).

How ASSESSMENT supports ALL pupils.

- Rigorous assessment procedures monitor achievement for all (supported by Trust Wide systems).
- We consider outcomes, progress in learning, engagement with our personal development opportunities, pupil voice and wider stakeholder voice.
- As a result, evidence-informed adaptations are made. This includes; adaptive teaching strategies, our QUEST principles, interventions (both academic and therapeutic) and curriculum adaptations.

Our Inclusive Practice Principles

1.) Culture of Community and Belonging

Staff understand the range of barriers pupils may face within their individual context and recognise the importance of belonging in enabling every child to achieve and thrive.
Through a range of inclusive practices, including trauma informed practice, we foster a culture where every pupil and family feels safe, valued, understood and included. This is supported by clear policies and procedures, including our attendance strategy and welcome policy, alongside strong partnerships with families to ensure every child is engaged, supported and able to flourish.

2.) Enabling Environment

Wellbeing is promoted through our curriculum, including the My Happy Minds programme, which supports pupils' emotional wellbeing and resilience. Whole-school approaches, such as sensory circuits, regulation stations and individual sensory diets, help pupils who experience dysregulation to prepare for learning, reduce sensory overload and engage successfully in school life.
In line with our Accessibility Plan, we continually adapt the environment, learning spaces and resources to ensure all pupils can access the curriculum, participate fully and thrive.

3.) Regulation

This is promoted through our Parish curriculum including delivery of the My Happy Minds Programme. Whole school approaches (such as Whole class sensory circuits, regulation stations and individual sensory diets) are used to support all pupils who experience dysregulation so that they can better prepare themselves for learning, reduce sensory overload, and achieve a regulated state.

4.) Staff Expertise

Staff are supported through ongoing professional learning that enhances their understanding of both the curriculum and how pupils learn. Within the teaching team, one member holds the NPQ for SENCO and another practitioner is currently undertaking this national qualification. We also have a member of staff undertaking the NPQLM. Together, these staff members provide valuable expertise, strengthening inclusive practice across the school and ensuring that the needs of all pupils are identified early and met effectively, while continuing to develop the knowledge, confidence and expertise of all staff.

5.) Early Identification – Review:

Early identification is a key priority in ensuring that all pupils receive the support they need to thrive. Through regular assessment, close observation, and collaboration between teachers, the SENCo and families, we identify needs quickly and accurately, enabling barriers to learning and/or wellbeing to be recognised at the earliest opportunity. Support is then informed through a continuous cycle of planning, action and review, ensuring provision is responsive, effective and adapted to meet pupils' changing needs.

6.) Purposeful Partnerships:

Staff are committed to supporting the needs of all pupils through effective partnerships with pupils, parents and carers, professionals and colleagues. These partnerships continue to evolve and grow, helping to ensure that every child is supported to achieve and thrive. We work closely with external specialists, consult with them appropriately and implement their advice where necessary, including making reasonable adjustments in line with the Equality Act and the SEND Code of Practice. Strong local partnerships have a positive impact on pupils' learning, wellbeing and wider development.

7.) Inclusive Teaching & Ambitious Curriculum:

Teachers use ongoing assessment to adapt their teaching, resources and support, recognising that everyday high-quality inclusive teaching supports all learners. The Pupil Premium Strategy and further adaptive teaching ensure barriers to learning are reduced, enabling all pupils, including those with SEND and disadvantaged pupils, to access an ambitious curriculum and make strong progress. Adaptations are made without lowering expectations, with a focus on representation, progressive knowledge and skills, and the foundational learning every child needs to achieve and thrive.

8.) Inclusive Opportunity

Through our Personal Development Strategy, alongside our ambitious curriculum and Pupil Premium Strategy, every child has equal access to cultural, sporting and enrichment opportunities beyond the classroom, alongside physical and experiential learning experiences embedded within our curriculum. This ensures all pupils can participate meaningfully in wider school activities, broaden their horizons and develop the knowledge, skills and confidence to achieve and thrive.

9.) Targeted Intervention/Support:

The Inclusion Leder and class teachers work collaboratively to identify pupils who face significant barriers to learning. Once identified, pupils receive targeted support through a carefully planned programme of therapeutic and academic interventions. This is included within our both Pupil Premium Strategy and individual SEND documentation.

10.) Ensuring Achievement for All:

Achievement for all is supported through an ambitious curriculum, inclusive teaching, tailored provision and appropriate resources. By removing barriers, pupils are enabled to achieve from their individual starting points and thrive academically, socially and emotionally. Leaders, alongside governors and trustees, ensure that the published inclusion strategy is effectively implemented and robustly monitored to meet the needs of the community and continuously improve inclusive practice. All staff maintain high expectations for every pupil, while leaders regularly quality assure provision and monitor progress to evaluate impact and drive improvement.