

Vernon Primary School



Inclusion Policy

This Inclusion Policy should be read alongside the school's SEND Policy, SEND Information Report, Equality Policy, Accessibility Plan, Behaviour Policy, Safeguarding and Child Protection Policy, Anti-Bullying Policy and Supporting Pupils with Medical Conditions Policy.

Policy Statement

At Vernon Primary School, inclusion is the responsibility of everyone. We are committed to creating a welcoming, safe and nurturing environment where every child is valued, respected and supported to belong, achieve and thrive. We recognise that every child is unique and may require different levels of support throughout their educational journey. Through high-quality teaching, effective pastoral care, early intervention and strong partnerships with families and external agencies, we work to remove barriers to learning, participation and achievement.

Our inclusive ethos is rooted in the belief that all children have the right to access a broad, balanced and ambitious education, regardless of age, disability, special educational need, ethnicity, culture, religion, language, gender, family circumstance or socio-economic background. We are committed to ensuring that children are educated alongside their peers wherever possible, with reasonable adjustments and personalised support provided when needed.

Our approach reflects the principles of the SEND Code of Practice (2015), the Equality Act (2010) and the Cheshire East Inclusion Strategy, promoting a culture where all children feel a sense of belonging and are supported to reach their full potential.

Key Principles

Our inclusive practice is underpinned by the following principles:

- Inclusion begins with high-quality teaching and high expectations for all.
- Every teacher is responsible for the progress and wellbeing of every child, including those with SEND.
- Positive relationships, respect and a strong sense of belonging are at the heart of successful inclusion.
- Children should learn alongside their peers wherever possible, supported by reasonable adjustments and personalised provision where required.
- Barriers to learning are identified and addressed at the earliest opportunity through a graduated approach of assess, plan, do and review.
- Children's views are valued, and they are encouraged to participate in decisions about their learning and support.
- Strong partnerships with parents, carers and external agencies are essential to achieving the best outcomes.
- Inclusive practice benefits all children and strengthens the whole school community.

Our Vision for Inclusion

At Vernon Primary School, inclusion means:

Everyone supporting the learning, wellbeing and safety needs of all children so that they belong, achieve and thrive.

This reflects the shared vision for inclusion across Cheshire East.

We aim to:

- Ensure every child experiences success, makes good progress from their individual starting points, and achieves their personal best.
- Provide adaptive, ambitious and inclusive teaching that removes barriers to learning and enables equitable access to a broad and balanced curriculum.
- Create a safe, positive and supportive learning environment where all children feel valued, heard, included and motivated to learn.

- Celebrate diversity, promote equality and foster respect, positive relationships and a strong sense of belonging throughout the school community.
- Develop children's confidence, independence, resilience and self-advocacy, enabling them to become successful lifelong learners.
- Promote positive mental health, emotional wellbeing and a positive sense of identity.
- Value and celebrate the contributions of all pupils, helping them to understand, appreciate and respect differences.
- Work proactively to prevent discrimination, bullying, harassment and prejudice.
- Work collaboratively with families, external agencies and the wider community to support children's learning, wellbeing and inclusion.
- Prepare children to become active, responsible and respectful citizens in modern Britain.

Cheshire East Inclusion Priorities

In line with the Cheshire East Inclusion Strategy (2025–2028), Vernon Primary School is committed to:

1. Embedding a Culture of Inclusion

Promoting inclusive values across the whole school community where all children feel safe, respected and able to participate fully in school life.

2. Delivering a Graduated Approach

Ensuring that support is responsive, proportionate and personalised through the graduated approach, beginning with high-quality universal provision and progressing to targeted and specialist support where required.

3. Early Identification and Intervention

Identifying barriers to learning at the earliest opportunity and providing timely support to improve outcomes for children and young people.

4. Strengthening Support for Priority Groups

Providing effective support for vulnerable learners, including children with SEND, disadvantaged pupils, children with social, emotional and mental health needs, young carers, children in care and those experiencing barriers to attendance.

5. Working in Partnership

Developing strong partnerships with parents, carers, schools, health professionals, social care services and community organisations to improve outcomes for children.

6. Continuous Professional Development

Ensuring all staff receive high-quality training and professional development to strengthen inclusive practice and meet the diverse needs of pupils.

7. Providing a Continuum of Support

Maintaining a range of support pathways and interventions that enable children to access the right support, in the right place, at the right time.

Inclusive Teaching and Learning

High-quality teaching is the foundation of inclusion at Vernon Primary School. Teachers plan and deliver learning experiences that are ambitious, engaging and responsive to the needs of all learners. Through adaptive teaching, careful assessment and appropriate support, we aim to ensure that every child can access learning and experience success.

Our inclusive teaching strategies include:

- Using a range of teaching approaches to meet diverse learning needs.
- Adapting teaching, resources and learning environments where appropriate.
- Providing scaffolded support and challenge to enable all pupils to make progress.
- Using flexible grouping arrangements, peer support and collaborative learning opportunities.
- Drawing upon pupils' interests, experiences and backgrounds to enhance engagement.
- Providing opportunities for independence and pupil voice.
- Monitoring progress carefully and responding promptly to emerging needs.
- Promoting positive relationships and restorative approaches to behaviour.
- Embedding emotional literacy and wellbeing throughout the curriculum.
- Using resources and curriculum content that reflect and celebrate diversity.

Pastoral Support

The Pastoral Manager plays a key role in supporting inclusion for all children. The Pastoral Manager works closely with senior leaders and teachers with a particular focus on emotional wellbeing.

The Pastoral Manager is responsible for writing Emotional Health plans for individual pupils (some of those pupils have already been identified with SEND/additional needs), where necessary, alongside parents/carers. The personalised targets are then reviewed on a regular basis alongside the parents/carers and pupil. This is in line with the Emotionally Healthy Schools Agenda in Cheshire East.

Co-ordinating Inclusion

Inclusion is a shared responsibility across the school community. The Headteacher, Deputy Headteacher, SENDCo, Deputy SENDCo, Assistant Headteachers, Pastoral Manager, class teachers, teaching assistants and Governing Body work together to ensure that inclusive practice is embedded throughout the school.

The team's responsibilities include:

- Monitoring and evaluating the effectiveness of the Inclusion Policy.
- Promoting an inclusive culture throughout the school.
- Identifying and removing barriers to learning and participation.
- Ensuring compliance with statutory duties relating to SEND, equality and accessibility.
- Supporting staff in meeting the needs of diverse learners.
- Monitoring pupil progress, attainment, wellbeing and attendance.
- Coordinating support from external agencies and specialist services.
- Ensuring effective communication with families.
- Supporting transition arrangements between educational settings.
- Monitoring the impact of interventions and provision.
- Promoting continuous improvement through professional development and reflective practice.

Parental Partnership

At Vernon Primary School, we believe that parents and carers are key partners in their child's education. It is important that all parents and carers understand our commitment to inclusion and recognise the importance of inclusive practice for every child, regardless of background or community. We value strong, positive relationships between home and school and recognise that effective communication and collaboration are essential in ensuring the best possible experiences and outcomes for all children.

We are committed to maintaining open, honest and respectful communication with parents and carers, listening to and valuing their views, and involving them in decision-making processes relating to their child's education and wellbeing. We work closely with families to share information about progress and provision, identify and address individual needs, and ensure that appropriate support is in place. Where necessary, we also support families in accessing additional services and external agencies. We encourage parents and carers to contact the school whenever they have concerns, questions or information that may help us support their child effectively, ensuring that we work together in partnership to promote inclusion and success for every pupil.

Monitoring and Review

This policy will be monitored regularly by the Headteacher, SENDCo, Senior Leadership Team and Governing Body. The effectiveness of the policy will be evaluated through:

- Pupil progress and attainment data.
- Attendance and behaviour information.
- Pupil voice.
- Parent and carer feedback.
- SEND reviews and provision monitoring.
- Staff feedback.
- Governor monitoring activities.

The policy will be reviewed annually or sooner if required by changes in legislation, guidance or local authority priorities.

Policy Date: May 2026

Review Date: May 2027

Ratified by Governors: May 2026