



Winshill Village Primary and Nursery School

Inclusion Procedure



September 2026

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Winshill Village Primary and Nursery School
Inclusion Procedure

Contents

Statement on Intent

1. Aims
2. Legislation and Guidance
3. Roles and Responsibilities
4. Pupil Registers
5. Provision
6. Supporting Pupils with Special Educational Needs
7. Supporting Pupils with English as an Additional Language (EAL)
8. Supporting Pupils with Disabilities
9. Supporting Pupils with Medical Conditions
10. Supporting Looked After Children
11. Supporting Children Above Age-Related Expectations
12. Child Protection
13. Admissions
14. Behaviour
15. Pupil Voice
16. Parent/Carer Voice
17. Monitoring and Review

Statement Of Intent

Winshill Village Primary and Nursery School is a fully inclusive school, committed to providing a safe, supportive, and nurturing environment where every child feels valued, respected, and able to thrive. Our vision, *“Winshill Village: A Place to Dream Big and Learn Without Limits”*, underpins everything we do.

We believe that all pupils should be supported, celebrated, and challenged to achieve their full potential. By providing access to a broad and balanced curriculum, alongside high expectations for every learner, we empower children to flourish academically, socially, and emotionally.

At Winshill Village, we actively promote and celebrate individuality and diversity, ensuring every child feels a sense of belonging within our community. We recognise and value the unique strengths, needs, and experiences that each child brings, and we work to remove barriers so that all pupils can succeed.

The achievements, attitudes, and wellbeing of our pupils matter deeply. This procedure helps us to ensure that inclusion is at the heart of our practice, so that every child—regardless of ethnicity, attainment, age,

Winshill Village Primary and Nursery School Inclusion Procedure

disability, gender, faith, or background—can Dream Big, learn without limits, and contribute positively to our school and wider society.

1. Aims

At Winshill Village Primary and Nursery School, we are committed to creating “*Winshill Village: A Place to Dream Big and Learn Without Limits.*” We actively seek to remove barriers to learning and participation that may hinder or exclude individual children or groups of children. Our aim is to ensure equality of opportunity for all pupils, enabling every child to feel valued, included, and able to achieve their full potential.

We pay careful attention to the diverse needs of individuals and groups within our school community, including but not limited to:

- Girls and boys
- Disadvantaged children (including those eligible for Free School Meals and Pupil Premium)
- Minority ethnic and faith groups
- Children learning English as an Additional Language (EAL)
- Children with Special Educational Needs (SEN)
- Children with additional social, emotional, or behavioural needs
- Children with disabilities or medical needs
- Children working above age-related expectations
- Children from Traveller communities
- Asylum seekers and refugees
- Children who are looked after (LAC)
- Young carers
- Children at risk of exclusion
- Children with low attendance or at risk of disaffection
- Children on the Child Protection register
- LGBTQ+ pupils

This procedure outlines how we work to meet the needs of pupils who experience barriers to learning. These barriers may arise from sensory or physical impairments, learning difficulties, or social and emotional development, as well as environmental factors that impact their ability to thrive.

To ensure that all pupils are supported and included, this procedure will be implemented alongside the following school policies:

- Equality Procedure
- Accessibility Procedure
- Anti-Bullying Procedure
- Attendance Procedure
- Behaviour Procedure
- Safeguarding Procedure
- SEND Procedure
- Curriculum Intent Document

Through this inclusive approach, we strive to foster a culture of respect, acceptance, and ambition, ensuring every child is empowered to flourish and succeed.

2. Legislation and Guidance

Winshill Village Primary and Nursery School
Inclusion Procedure

This procedure is based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for children with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care plans (EHCP's), SEND Co-ordinators (SENDCo's) and the SEND Information report.
- Equality Act (2010)
- Schools SEND information report regulations (2014)
- Statutory Guidance on supporting children at school with medical conditions (2014)
- Teacher Standards (2011)
- Ofsted Section 5 Inspection Framework (2025)
- Working together to Safeguard children (2026)

3. Roles and Responsibilities

Class teachers are responsible for:

- Meeting the needs of all pupils in their class and promoting and celebrating diversity and inclusion.
- Working closely with teaching assistants and specialist staff to plan and assess the impact of support and interventions.
- Working with the Senior Leadership Team to review each pupils progress and development and make any necessary changes to provision accordingly.
- Ensuring they read and follow this inclusion procedure.

The Senior Leadership Team will:

- Take a lead role in providing high quality and effective safeguarding and pastoral support in school.
- Monitor the inclusion procedure.
- Monitor and assess inclusive provision.
- Monitor pupil progress.
- Identify barriers to learning and provide staff with appropriate strategies.
- Share inclusive expertise with and support the professional development of classroom teachers and teaching assistants.
- Provide high-quality and effective safeguarding.
- Co-ordinate cross phase/cross-school transition.
- Co-ordinate external specialist provision.
- Work closely with the Headteacher to monitor and improve the attendance of vulnerable pupils.

The Governing Body will ensure that inclusion provision is of a high standard and will evaluate the effectiveness of the provision and inclusion procedure on a termly basis.

The Headteacher will ensure the management of inclusion remains consistent and effective, providing regular reports to the governing body.

Parents will work in partnership with the school to support the progress of their child, maintaining strong communication with the school and providing their child with activities at home to assist in their child's development.

4. Pupil Registers

Winshill Village Primary and Nursery School Inclusion Procedure

Children in the following groups are named on registers kept and monitored by Winshill Village Primary and Nursery School:

- Pupils identified as having SEND (SEND Register)
- Children learning English as an additional language (EAL)
- Child Protection (CP)
- Looked After Children (LAC)
- Children in receipt of free school meals + pupil premium (PP)
- Children on individual health care plans for medical conditions

5. Provision

At Winshill Village Primary and Nursery School, we follow the Early Years Foundation Stage (EYFS) Framework for our Nursery and Reception pupils, and the National Curriculum for pupils in Key Stages 1 and 2 (Years 1–6). We are committed to ensuring that every child can access a rich, broad, and balanced curriculum that enables them to *Dream Big and Learn Without Limits*.

Teachers have high expectations for all pupils and plan carefully to meet diverse learning needs. Teaching assistants are fully included in planning so they can support children effectively. We ensure that all pupils have the opportunity to demonstrate what they know, understand, and can do. This is achieved through carefully designed lessons that include a range of opportunities, resources, and support strategies that make learning accessible to everyone.

Where necessary, learning resources are adapted to meet the needs of pupils. This may include:

- Providing alternative print formats.
- Using different recording methods such as teacher/TA scribing, typing, voice-to-text, or translation tools.
- Offering personalised scaffolds to ensure that all children can participate fully in lessons.

Teachers take specific action to respond to pupils' diverse needs by:

- Creating effective and inclusive learning environments.
- Securing pupil motivation and concentration through engaging and purposeful learning.
- Ensuring equality of opportunity by planning for individual needs.
- Using a range of appropriate assessment approaches to inform planning and support.
- Setting ambitious but achievable targets for every pupil.
- Providing timely interventions to support communication, language, literacy, and emotional development.
- Planning for the full participation of all pupils in learning opportunities, regardless of need or background.
- Supporting pupils to develop strategies to regulate their emotions and manage behaviour, so they can engage in learning safely and successfully.

Our provision reflects our belief that every child is capable of achievement when given the right opportunities, encouragement, and support.

6. Supporting Children with Special Educational Needs

At Winshill Village Primary and Nursery School, we are committed to ensuring that every child can *Dream Big and Learn Without Limits*. All pupils access an inclusive curriculum, where Quality First Teaching meets the needs of the majority of learners. Lessons are carefully differentiated so that all pupils can learn

Winshill Village Primary and Nursery School
Inclusion Procedure

alongside their peers, with additional support provided where required. At times, children may work in small groups or individually to target specific areas of need, but inclusion within the wider class community remains at the heart of our approach.

Provision mapping is used to monitor the effectiveness of interventions and to track the progress of individual pupils. Where a pupil is not making expected progress, the school will act promptly to identify barriers to learning and will implement the Graduated Response, beginning with early intervention.

Assessment of pupils with possible SEND is carried out by the class teacher in collaboration with the SENDCo, who may also seek advice and support from external agencies where appropriate.

The SENDCo monitors the progress of all pupils with SEND through Plan, Do, Reviews (PDRs). These contain clear SMART targets tailored to the child's needs. All staff play a role in supporting children to achieve these targets within the classroom and through carefully planned interventions. PDRs are regularly reviewed and updated, with full involvement of parents/carers to ensure a collaborative approach.

Pupils with an Education, Health and Care Plan (EHCP) are fully integrated into school life and take part in classroom learning, assemblies, school visits, sports days, and other events. They are supported to thrive in every aspect of school and are never segregated or discriminated against because of their needs.

We also recognise the needs of more able and high-achieving pupils, including those with dual exceptionality (where a pupil has both areas of difficulty and exceptional ability). Provision for these learners is embedded within subject policies and supported by enrichment and challenge opportunities.

Targeted provision may include:

- Adapted learning activities within the classroom.
- Small group interventions focused on literacy, numeracy, social, or emotional skills.
- One-to-one support from skilled staff or external specialists.

For further details, please see our SEND Procedure, which outlines our full offer for pupils with special educational needs and/or disabilities.

7. Supporting Children with EAL

A pupil who has English as an additional language, is a pupil whose first language is not English, and who uses that language on a regular basis outside of school. Pupils with EAL are not considered to have a SEN but are seen to benefit from the ability to live and learn in more than one language.

Pupils with EAL have full access to mainstream provision, regardless of their proficiency in English. Where necessary, additional support will be given to improve the acquisition of English or to access the curriculum fully. This will be provided through small-group, or individual interventions led by the class teacher, teaching assistant or other member of support staff. Winshill Primary and Nursery School will support pupils with EAL by:

- Providing learning opportunities to enable the development of spoken and written English.
- Providing accessible environments that uses dual coding where possible to support acquisition of English and accessibility.
- Additional support may be provided through the use of dual language texts, books, posters, resources and displays.
- The use of translation facilities if needed.

Winshill Village Primary and Nursery School Inclusion Procedure

- Teaching support on a small group or 1:1 basis for pre-teaching of key concepts and vocabulary or to consolidate new learning.
- Providing additional 'catch-up' work for pupils who may have arrived from overseas who may have experienced a different curriculum or who may have gaps in their schooling.
- Promoting and celebrating diversity whilst avoiding stereotyping.

8. Supporting Pupils with Disabilities

Some pupils in our school may have disabilities and we are committed to meeting the needs of these pupils, as we are to meeting the needs of all groups of pupils within our school. The school meets the requirements of the amended Disability Discrimination Acts (2010). All reasonable steps are taken to ensure that these pupils are not placed at a substantial disadvantage compared with non-disabled pupils. Winshill Village Primary and Nursery School is committed to providing an environment that allows disabled pupils full access to all areas of learning. Our accessibility plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

9. Supporting Pupils with Medical Needs

Some pupils have a medical condition which may affect their participation in school activities. This may be a short-term situation or a long-term situation which, if not properly managed, could limit their access to education. Our school strives to ensure that pupils with medical needs, receive the best care and support in our school. Pupils will not be denied access to a broad and balanced curriculum simply because they are on medication or need medical support, nor should they be denied access to school or other activities. Pupils with medical needs will be provided with a detailed Health Care Plan compiled by the Inclusion Lead in partnership with parents and, if appropriate, the pupil themselves. All areas of the building are accessible to disabled pupils, with ramps, widened entrances and disabled toilet facilities.

10. Supporting Looked After Children

Our school recognises that pupils who are looked after in local authority care have the same rights as all pupils, but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development. Winshill Village Primary and Nursery School will:

- Consider the emotional wellbeing of Looked After Children and support pupils through interventions such as ELSA, if needed.
- Take a proactive and preventative approach to considering pupils' academic, social and emotional needs.
- Give pupils a voice and ability to identify what is important to them.
- Build, support and sustain positive strong relationships with pupils.
- Practically support our pupils to understand their feelings in the moment, using emotion coaching.

Winshill Village Primary and Nursery school will work closely with the county's Virtual School (VS) for children which promotes the educational needs of Looked After Children and monitors admissions, ePEP completion, attendance & exclusions.

11. Supporting Pupils Above Age-Related Expectations

At Winshill Village Primary and Nursery School, we recognise that some pupils demonstrate a broad range of achievement above age-related expectations or show exceptional ability in a particular area. These

Winshill Village Primary and Nursery School Inclusion Procedure

children have the potential and capacity for high attainment and may display well-developed skills across the curriculum or in specific areas such as:

- Physical talents (sport, games, coordination, dexterity)
- Visual or performing abilities (dance, drama, movement, performance)
- Creativity (art, music, writing, language)
- Mechanical ingenuity (problem solving, construction, innovation)
- Leadership (organisation, decision making, team leadership, sound judgement)
- Social awareness (empathy, sensitivity, emotional intelligence)

At Winshill Village, our universal offer is ambitious and aspirational for every pupil. We support and challenge pupils working above age-related expectations through:

- Adopting a “low floor, high ceiling” approach, ensuring all children can access learning but providing rich opportunities for depth, mastery, and extension.
- Maintaining consistently high expectations for all learners.
- Promoting independence, enterprise, and responsibility for learning.
- Planning effectively to provide challenge and extension alongside support.
- Using effective questioning to develop higher-order thinking skills.
- Making purposeful use of assessment to identify next steps and ensure appropriate challenge.
- Encouraging pupils to take ownership of their learning, developing self-reflection, self-analysis, and evaluative skills.

As pupils progress through Key Stage 2, we seek to broaden opportunities for enrichment and extension, including developing links with local high schools and wider community partners, enabling pupils with high potential to be inspired, stretched, and well-prepared for the next stage of their education.

12. Child Protection

Pupils on the child protection register or on a child in need plan are monitored by the senior leadership team and their progress is tracked half-termly.

13. Admissions

Winshill Village Primary and Nursery School operates its admissions procedures in accordance with the JTMAT admissions policy and the local authority. This policy does not discriminate on grounds of race, religion, ethnicity or refuse admissions based on grounds of special, social, educational or behavioural needs.

14. Behaviour

We expect high standards of behaviour as set out in our Behaviour Procedure and aim to develop a community that values and respects individuality and diversity in both staff and pupils and prepares our pupils for living in an increasingly diverse world. Racism, sexism or any other forms of discrimination in school are not acceptable

15. Pupil Voice

The perceptions of pupils can be invaluable to professionals and parents in reaching decisions. At Winshill Village Primary and Nursery School, we will endeavour to plan to enable pupils to express their opinions in matters affecting them. We will:

Winshill Village Primary and Nursery School
Inclusion Procedure

- Seek pupils' views as part of the statutory annual review process where possible.
- Encourage pupils to have a share in the recording process and in the monitoring and evaluation of their performance.
- Be sensitive to the level of understanding and feelings of the pupil and provide information in a non-stigmatising way.
- Help pupils understand the agreed outcomes of any intervention and how they can be a partner in working towards their goals.

16. Parent/Carer Voice

At Winshill Village Primary and Nursery school, we aim to treat all parents/carers of all pupils as partners. We promote transparent, supportive relationships with parents and encourage their active involvement in the education of their children. We value the knowledge and expertise that parents can provide in relation to their child focusing on their strengths as well as their additional needs. We will:

- Inform parents/carers about the progress of their child.
- Always seek permission before referring their child for extra support.
- Involve parents/carers fully in discussions leading up to additional support being given.
- Draw on parental knowledge and expertise in relation to their child.
- Focus on the pupils' strengths as well as areas of additional need.
- Recognise the personal and emotional investment of parents/carers and be aware of their feelings.
- Ensure parents understand procedures, are aware of how to access support in preparing their contributions and are given documents to be discussed before meetings.
- Respect the validity of different perspectives and seek constructive ways of reconciling different viewpoints.
- Respect the differing needs that parents/carers themselves may have.
- Recognise the needs for flexibility in the timing and structure of meetings.

We will support parents/carers so that they will be able to:

- Recognise and fulfil their responsibility as parents and play an active and valued role in their child's learning.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about additional provision.

17. Monitoring and Review

The senior leadership team will review this policy annually alongside the Governing Body, to ensure that all relevant policies and practices are up-to date and compliant with statutory requirements. Any changes to statutory guidance relating to inclusion and SEND may lead to changes in this procedure. In this instance, all staff and the governing body will be notified of any changes.