



Ireby Church of England Primary School

Vision – ‘Created to do good’ – Ephesians 2:10

Inclusion Policy

Approved by: ¹

Michael John
Head Teacher:

Date: 05/10/2026

Philippa Irving
Chair of Governors:

Date: 05/10/2026

Next review date: ² October 2027

¹ This policy requires approval from the Full Governing Body.

² This document must be reviewed annually, or sooner if legislation/statutory guidance changes.
This policy will be published on the school website.

KEY ROLES

The following key roles were held as at the date of publication:

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026/27
Date this policy was published	10 th October 2026
Date on which it will be reviewed	13 th December 2028

REVIEW SHEET

Each entry in the table below summarises the changes made to this document since the last review.

Version Number	Version Description	Date of Revision
1	Original	Oct 26

Our Christian vision:

'Created to do good.' Ephesians 2:10

Our Christian vision has its roots in the book of Ephesians with 'Created to do Good' at its heart – for 'God calls us His workmanship or His artwork. We are something crafted, with skill and a purpose, by God.'

In his letter to the Ephesians, Paul explores God's plan to bring all of creation together as a loving family to use their unique talents and passions to serve and love one another. We learn how God teaches us to live our lives, how to grow relationships, accept others and use the words and example of Jesus as a foundation for all our learning. **'We are one big family, made up of lots of different people.'**

In-line with our role as a Church of England school, to serve the local community and provide an education for children of all backgrounds, including those of different faiths or no faith, our Christian vision is for our whole community and enables us to:

Grow a strong and loving community: 'one big family,' using our unique talents and passions to serve and love one another.

Support our children's academic, social and spiritual development: through a rich curriculum where all can flourish.

Teach our children dignity and respect: through experiencing our world, meeting people, learning from them and participating positively in our communities.

Educate resilience through: embracing challenge, solving problems, learning from mistakes and supporting the process of learning.

INTENT:

Our ultimate objectives are that all pupils, including those with SEND and additional needs, achieve strong academic progress and personal development.

This Inclusion Strategy is aligned to the DfE's seven principles of inclusion:

- ambitious leadership and governance that embeds inclusion
- high-quality adaptive teaching with curriculum designed for all learners
- enriching provision beyond the classroom that all children can access
- a safe and respectful culture fostering belonging, attendance, and participation in learning
- strong partnerships with families and wider services
- inclusive environments with continuous improvements to accessibility
- evidence-based support prioritising early intervention

Our approach reflects current school improvement priorities, is mindful of our context and follows evidence about early intervention and high-quality implementation.

We will publish progress and outcomes annually, review practice termly, and adjust investment to ensure the IMF and core budgets focus on fewer, well-implemented approaches that deliver consistent impact for all pupils. This details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support.

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support. These analysis of assessment information,

SEND data, attendance patterns and contextual factors enables us to identify individual need amongst our children. Barriers can include: SEND and additional learning needs, attendance and punctuality, social, emotional and mental health, safeguarding, family circumstances and wider vulnerability.

Ambitious leadership and governance that embeds inclusion

Our Christian vision underpins all our work. It places community at children at the heart of all we do. It states that our ultimate objectives are that all pupils, including those with SEND and additional needs, achieve strong academic progress and personal development – and our whole curriculum and learning environment is set up to support this outcome.

Development of High-quality Universal approaches including high-quality adaptive teaching with curriculum designed for all learners and inclusive school environment

Explicit instruction

Explicit instruction focuses on clear explanations, modelling and frequent checks for understanding, and typically includes the following elements:

- Breaking complex concepts or skills into small steps;
- Introducing ideas using examples and non-examples;
- Using clear and unambiguous language during explanations;
- Explicitly teaching vocabulary and modelling steps to complete tasks;
- Anticipating and checking for common misconceptions;
- Providing multiple opportunities for guided, then independent practice.

Evidence across a range of curriculum areas consistently indicates that explicit instruction improves learning outcomes for all pupils and especially those with additional needs.

Feedback

Feedback helps pupils understand what they have done well, identify areas for improvement and understand how to improve. Effective feedback is typically: This links to our [Curriculum, teaching and learning policy](#).

- Specific, clear and actionable;
- Focused on specific learning goals rather than the individual learner;
- Tailored to the age, needs and prior knowledge of pupils;
- Genuine and supportive, encouraging continued engagement with learning;
- Paired with opportunities for pupils to respond to and learn from it.
- Evidence across a range of curriculum areas consistently indicates that effective feedback improves learning outcomes for pupils with additional needs.

Scaffolding

Scaffolding is temporary support that enables pupils to complete tasks they could not yet complete independently. Effective scaffolding can be visual, verbal or written and is typically:

- Informed by an assessment of pupils' current knowledge or skill;
- Task-specific rather than based on beliefs about pupils' learning styles, which are not supported by evidence;
- Removed gradually to build pupil independence;
- Supported by metacognitive prompts that transfer responsibility to pupils;
- Used alongside other classroom strategies, including modelling.

Evidence across a range of curriculum areas consistently indicates that scaffolding and other cognitive and metacognitive strategies can improve learning outcomes for pupils with additional needs

Positive relationships

Positive relationships between school staff and pupils, among pupils, and with parents and families, are a foundation of an inclusive school and at the heart of our Christian vision at Ireby. Our relationships are strengthened by:

- Knowing our pupils and understanding their context and needs;
- Greeting our parents at the school gate every morning

- Speaking to parents and children at home time
- Spending time on school trips together
- Communicating high expectations and belief in every pupil through our Christian vision
- Ensuring every pupil has a supportive relationship with all our staff – through how we speak to them and how we demonstrate mutual respect.
- Helping pupils to develop friendship through all our work – including collective worships

Evidence suggests that positive relationships, high expectations and a sense of belonging support engagement, participation and positive behaviour.

Calm classroom environments

Calm and predictable classroom environments help pupils to focus on learning, participate fully and feel safe. Calm classroom environments are supported by:

- Calm voices – we aim for conversational level – even whispering to create a calm effect
- Establishing clear routines and expectations for behaviour and learning throughout the day – even our pencil pots are well organised
- Teaching, modelling and reinforcing expected behaviours;
- Using consistent responses to behaviour across staff and lessons;
- Explaining why routines and rules are in place, to increase pupil buy-in and relating this to British values
- Recognising and praising positive behaviour and engagement;
- Considering environmental factors including lighting, noise and physical layout.

No Hands up

Asking children to respond to 'hands up' is a common part of schools' teaching but at Ireby, we recognise that this can cut down opportunities for learning and talk.

At Ireby we therefore don't favour a hand's up approach. Instead, following a question, children might be given time to think and process their answers, and share ideas with partners. Random or targeted selection then ensures all have the opportunity to express their thinking and contribute to our calm classrooms.

Evidence suggests that calm and predictable classroom environments can support engagement and learning for pupils with additional needs.

Enriching provision beyond the classroom that all children can access

Our Christian vision states that we teach our children dignity and respect: through experiencing our world, meeting people, learning from them and participating positively in our communities.

This vision drives our curriculum enrichment, and, at every opportunity, we strive to ensure that we meet people and visit places that widen our world perspective and enrich our learning experience.

Please visit our [Personal development opportunities document](#) view all that we do and the impact it has on our children.

A safe and respectful culture fostering belonging, attendance, and participation in learning

Supported by our Christian vision, the safety of our children and staff is at the heart of all our work. Safe, calm routines combined with strong personal relationships make all feel part of our community. Our curriculum supports our children at develop safe habits in all their work. Attendance is high and it is high because children want to come to school and be part of our community – they are engaged in their learning and the experiences it offers.

Strong partnerships with families and wider services

Community is central to our Christian vision; Grow a strong and loving community: 'one big family,' using our unique talents and passions to serve and love one another. At Ireby we do this is a variety of ways. We speak to our parents and families at the start and end of every school day. We speak about their day and get to know them as people. We invite families in to share learning, go on visits, parents' evening

and learning experiences and their children's learning. This includes, phonics, spelling, times table and of course – a love of reading. We have relationships with any agency involved with our families and work to ensure all are part of our community.

Inclusive environments with continuous improvements to accessibility

Our school is accessible to all. Underpinned by our accessibility policy, we ensure that all are welcome and that our staff include strategies that engage all in their learning.

Evidence-based support prioritising early intervention

Our priority for inclusion is to focus on high-quality universal provision from day one at Ireby. By focussing on high-impact, evidence based, inclusive strategies, it is our aim to ensure that no gaps open in our children's learning. Our assessment is rigorous and our focus relentless. Every staff meeting we have as our first agenda item – the needs of our children. Should gaps start to become evident, then we support by reviewing the pupil and asking how best we can support.

For some pupils, adaptations and additional support might only be needed for a short time, while for others they may be needed on an ongoing basis. It needs to be effective and manageable.

Class effective adaptation is often about increasing intensity – for example through the provision of more examples, more feedback or more opportunities for practice.

Effective adaptations typically:

- Are task-specific, and informed by ongoing assessment of need;
- Enhance elements of high-quality teaching, e.g. additional modelling;
- Are proportionate, timely and removed if no longer required;
- Promote the development of pupil independence over time;
- Are considered as part of whole class planning

At Ireby we recognise that ineffective adaptations might:

- Be based on broad diagnostic labels or assumptions about need;
- Require teachers to create artificially distinct tasks for different pupils;
- Reduce the need for pupils to think about what they are learning;
- Cause teachers to lower expectations for particular pupils, e.g. because of SEND or socioeconomic status;
- Make it harder for pupils to develop independence over time.

And so we work hard not to employ these strategies.

Support from teaching assistants

Support from teaching assistants can have a large positive impact on pupils with additional needs. However, how teaching assistants are deployed is key and not all ways of deploying teaching assistants improve pupil outcomes. Teaching assistants are most likely to improve learning outcomes when:

- TAs deliver targeted interventions to small groups or individual pupils;
- Specific training is provided, often as part of a structured programme;
- Support from TAs supplements rather than substitutes support from teachers;
- TAs prioritise supporting pupil thinking, rather than task completion;
- TAs and classroom teachers communicate effectively with each other, including to ensure that interventions are well-linked to classroom content.

Evidence related to TAs delivering targeted interventions is consistently positive and considerably stronger than evidence related to the general deployment of TAs in classrooms.

Selecting targeted interventions

High-quality universal provision should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the

opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully.

When considering an intervention, we consider whether an additional intervention will be delivered by the class teacher or a trained teaching assistant (TA). Given the importance of teaching quality, it is optimal for delivery to be by a qualified teacher; however evidence shows that trained TAs can have a valuable impact through delivering high-quality, structured one-to-one and small group interventions when the class teacher is unable to do so. Our aim is to complement the overall teaching and learning objectives and minimise the time pupils spend away from the classroom.

At present there are relatively few programmes in the UK for which there is secure evidence of effectiveness and so we don't use programmes that are 'unproven' or backed by evidence of impact.

We also use this model to support our decision-making:

T iming	Intervention sessions are often brief (e.g. 15–60 mins) and regular (e.g. 2–5 per week).
A ssessment	Assessments are used to identify pupils, guide areas of focus and to track pupil progress.
R esourcing	The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.
G ive it time	Careful timetabling is in place to enable consistent delivery. Sessions are typically maintained over a sustained period (e.g. 8–20 weeks).
E xpert delivery	Interventions are delivered by a qualified teacher, or if they are unavailable, a trained teaching assistant. The intervention programme is followed precisely and suggested delivery protocols are followed.
T eacher links	If not delivered by the classroom teacher, the intervention deliverer and the teacher/s communicate regularly and make appropriate connections between out-of-class learning and classroom teaching.

We also, as part of the timing, consider what would children be missing in other parts of our curriculum, and the impact this would have on their development.

Shared understanding of myths we avoid relating to inclusion

“Inclusive teaching is all about what schools do differently for pupils with additional needs.”

Our strategy at Ireby is to focus on high-quality universal provision which includes all children in all their learning with evidence-based strategies that will support all pupils.

“The more adaptations teachers make, the more pupils will learn.”

Adaptations need to be specific and have impact – it is the impact that we monitor to ensure any adaptation we make is effective.

“Interventions are the most important way to support pupils with additional needs.”

Establishing strong universal provision for all with inclusive strategies in all our lessons are most effective. Any intervention must be targeted and effective. (see above)

“If a pupil has a diagnosis, we automatically know the best way to support them.”

Every child is different and has different needs. A diagnosis, whilst providing potentially useful information, does not in itself determine any intervention required.

“Teachers need specialist expertise before they can effectively support pupils with additional needs.”

Teachers need to have excellent knowledge of inclusive practise within universal provision and to be able to contribute to discussions and action any intervention agreed as they are identified.

Evaluating the effectiveness of this policy:

The headteacher and teachers responsible for monitoring and evaluating the effectiveness of this policy in achieving the Christain vision and aims of our school. This will be achieved through:

The finding of these evaluations feedback in to our School Self-Evaluation and into our School Improvement Planning.

The role of governors

Our governors determine, support, monitor and review the school's approach to inclusion. They:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this policy

Senior leaders monitor the effectiveness and impact of our school's Inclusion Policy, and review it regularly so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or sooner if necessary.