



Inclusion



Intent, Implementation and Impact

At Carterton Primary School we value each child as an individual with a unique potential for learning. We are an inclusive community where children grow, learn and achieve together. Our school values of respect, determination and aspiration are at the centre of everything we do.

Intent	Implementation	Impact
At Carterton Primary School we are committed to securing the best possible outcomes for all pupils, including those with Special Educational Needs and Disabilities (SEND), pupils with English as an Additional Language (EAL), disadvantaged pupils and other vulnerable groups. Our vision reflects the SEND Code of Practice principle that all children and young people are entitled to an ambitious education that enables them to achieve their best, become confident individuals and make a successful transition to the next stage of their lives.	Implementation Quality First Teaching Inclusive practice is embedded across the school through high-quality teaching, which is adapted to meet the needs of all learners. Teachers: • Have high expectations of every pupil. • Use assessment to identify barriers to learning. • Adapt teaching to meet individual needs. • Explicitly teach vocabulary and language. • Use dual coding and visual supports. • Scaffold learning appropriately. • Check understanding regularly. • Use retrieval practice to support long-term memory. • Provide opportunities for independence and success. As outlined in the SEND Code of Practice, class teachers retain responsibility for the progress and development of all pupils in their class, including those receiving additional support.	Impact The impact of our inclusive approach is demonstrated through: Outcomes • Pupils make progress from their individual starting points. • Attainment gaps reduce over time. • Improved access to the full curriculum. • Increased independence in learning. Participation • Pupils with SEND actively participate in lessons and wider school life. • Increased engagement in enrichment activities and leadership opportunities. • Barriers to participation are reduced or removed. Personal Development • Pupils demonstrate confidence, resilience and self-belief. • Strong relationships support wellbeing and belonging. • Pupils feel safe, valued and included. Quality Assurance Leaders evaluate inclusion through:
We aim to: • Ensure every pupil has access to a broad, balanced and ambitious curriculum. • Remove barriers to learning through inclusive practice. • Identify needs early and provide timely support. • Promote high aspirations and outcomes for all learners.	Graduated Approach (Assess, Plan, Do, Review) SEND provision is delivered through a graduated approach: Assess We identify needs through: • Teacher assessments and observations. • Pupil progress data. • Parent and pupil voice. • SEND reviews. • Specialist assessments where required. Plan We: • Agree desired outcomes. • Identify adjustments, support and interventions.	

• Foster independence, confidence, resilience and positive wellbeing. • Work in partnership with pupils, parents, staff and external agencies. • Develop an inclusive culture where diversity is respected and celebrated. • Prepare pupils successfully for adulthood, future learning and life beyond school. We recognise that high-quality teaching is the first response to meeting the needs of pupils with SEND and remains the foundation of our inclusive approach.	• Record strategies within provision maps, pupil profiles or EHCP targets. • Involve parents and pupils in planning. Do Teachers: • Remain responsible for pupil progress. • Deliver and monitor agreed support. • Work closely with teaching assistants and external professionals. Review We: • Evaluate impact regularly. • Review progress with parents and pupils. • Refine support where necessary. • Inform the next cycle of provision. This graduated approach ensures provision remains responsive to pupils' changing needs.	• Learning walks • Book scrutinies • Pupil voice • Parent voice • Attendance data • Behaviour analysis • Provision mapping • Intervention reviews • SEND reviews • EHCP annual reviews • Progress data These processes ensure provision remains effective and focused on improving outcomes for all pupils.
	SEND Provision Provision is tailored to individual needs and may include: • Adaptive classroom practice. • Targeted interventions. • Individual support plans. • EHCP provision. • Specialist resources. • External agency involvement. • Reasonable adjustments. • Personalised outcomes. Support is provided across the four broad areas of need identified within the SEND Code of Practice: 1. Communication and Interaction 2. Cognition and Learning 3. Social, Emotional and Mental Health 4. Sensory and/or Physical Needs	Inclusion Statement In line with the SEND Code of Practice, we are committed to identifying and removing barriers to learning, using our best endeavours to secure the special educational provision pupils need, and ensuring that every child is valued, included and empowered to achieve their full potential.
	EAL Provision To ensure equal access to learning, we provide: • Explicit vocabulary instruction. • Language-rich classrooms. • Visual supports and dual coding. • Structured talk opportunities. • Bespoke language and phonics support. • Pre-teaching of key concepts and vocabulary. • Carefully planned scaffolding.	

	Partnership with Parents and Pupils The SEND Code of Practice emphasises the importance of participation in decision-making. We therefore: • Work collaboratively with parents and carers. • Seek and value pupil voice. • Hold regular review meetings. • Share provision and progress information. • Involve families in planning next steps. Parents are viewed as partners in their child's education and play a central role in supporting outcomes.	
	Personal Development and Inclusion We promote belonging and participation through: • Inclusive curriculum experiences. • PSHE and wellbeing education. • Zones of Regulation approaches. • Leadership opportunities. • Educational visits and enrichment activities. • Positive behaviour support. Examples include: • Reading Buddies • Play Leaders • Library Leaders • Kindness Champions • Wellbeing Ambassadors • Eco Council • School Council Representatives We ensure all pupils can participate fully in school life through reasonable adjustments and personalised support where needed.	
	Staff Development Staff receive ongoing training in: • SEND and inclusive practice. • Adaptive teaching. • Speech, language and communication needs. • Autism awareness. • SEMH support. • Trauma-informed practice. • EAL provision. • Effective deployment of support staff. Leaders monitor the quality of provision through coaching, professional development and quality assurance activities.	

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