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**Torkington Primary School**

**Inclusion Policy**

**July 2025**

**Rationale**

We are committed to providing an appropriate and high-quality education to all our children. We believe that all children, including those identified as having additional needs, have a common entitlement to a broad and balanced curriculum. All children need to have access to a curriculum that supports their development and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Torkington Primary School is committed to inclusion. Part of the school’s strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to create a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, stage of development, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners:

• girls and boys;

• minority ethnic and faith groups;

• Travellers;

• asylum seekers and refugees;

• learners who need support to learn English as an additional language (EAL);

• learners with special educational needs;

• learners who are disabled;

• those who are higher ability learners (children who are significantly more able than the age-related expectations);

• those who have been or are currently looked after by the local authority. This group of children includes adopted children, children on Care Residency Arrangements or those under Special Guardianship Orders, *those in kinship care*.

• others such as those who are sick; those who are young carers; those who are in families under stress;

* any learners who are at risk of exclusion.
* Young carers
* Children supported by social care
* Pupil premium
* Families and children in receipt of higher levels of pastoral care

This policy describes the way we meet the needs of children who experience barriers to learning. These barriers may relate to a range of single or co-existing factors: sensory or physical impairments, cognitive difficulties, social, emotional and mental health difficulties, or the learning environment they experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional regularity, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Torkington Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve their full potential. We will also aim to model inclusion in our staffing policies, relationships with families and the community.

**Aims and Objectives**

Torkington Primary School is a caring, happy and safe community where diversity is celebrated and everyone is treated with kindness and respect. This is evidenced by our ‘No outsiders’ and ‘Rainbow Flag’ awards. Pupils are encouraged to aspire to our school ethos: ‘Nurturing Potential, Inspiring Excellence’. An inclusive, secure and supportive learning environment is promoted throughout the school, where pupils are equipped with the skills and knowledge they need to function as positive members of the community both now and in the future. Establishing and maintaining strong, positive relationships between pupils, staff and families, where all are valued and respected, forms the basis of our school community. We cater for diverse needs by working in partnership with families. We believe in the principles of coproduction and aim to involve families at every stage in plans to meet their child’s additional needs.

We make equality of opportunity a reality for our pupils through access to a good quality, meaningful and appropriate, creative curriculum. We plan for individual needs encouraging the strengths and interests of our pupils. Pupils will be targeted for learning support. We provide full access to the curriculum[[1]](#footnote-1) through differentiated planning by the Assistant Heads (SENCo/Assessment), class teachers, and support staff as appropriate. Disapplication is very rare, and we offer the full curriculum to all our pupils. We *are* committed to ensuring the Children and Families Act 2014, the Equality Act 2010 and relevant Codes of Practice and guidance are implemented effectively across the school and to ensure equality of opportunity for all, and to eliminate prejudice and discrimination.

We continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible. We enable all children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning. We value our children’s views and offer opportunities for them to be involved in planning and in any decision making that affects them. We are committed to supporting all our staff in meeting the needs of individual children through professional development, the sharing of good practice, the provision of resources and working with outside agencies. We will achieve educational inclusion by continually reviewing our practice and asking key questions:

• Are all pupils achieving their best?

• Are there differences in the achievement between the various groups of children?

• What are we doing to support those pupils who are not achieving their best?

• How are we involving families, and pupils?

**How do we Support Inclusion?**

Class Teachers and support staff ensure that children:

• feel secure and know that their contributions are valued;

• understand the importance of a growth mindset approach to learning;

• appreciate and value the similarities and differences they see in others within their school community and the wider world;

• learn to understand the impact of their actions;

• access a curriculum which promotes a range of social and cultural experiences;

• have a common curriculum experience that allows for a range of different learning styles;

• are set challenging targets and expectations which enable them to experience success and failure at their own level; linking with our Growth Mindset ethos.

• are encouraged to participate fully, regardless of disabilities or medical needs;

• participate safely in clothing that is appropriate for the activity and their religious beliefs.

Whole school actions support inclusion by:

• using a curriculum designed to reflect the different cultures, religions and races in our school and one which is challenging and provides enrichment;

• setting achievable targets in English and maths and for all pupils;

• tracking pupil attainment and highlighting underachievement for individuals and groups such as children with SEND and children eligible for Pupil Premium funding;

• using intervention programmes to support pupils with learning difficulties;

• linking of individual and class provision pyramids to pupil progress as part of the assess-plan-do-review cycle;

• providing induction for pupils new to the school and this country;

• implementing a consistent Behaviour & Discipline Policy (Good to be Green) which emphasises the value of strong, positive relationships between staff, pupils and families, where all feel safe and valued, and where behaviour is viewed as communication of need.

• addressing racism, sexism, homophobia and bullying where it arises. Consistently educating children through our weekly PSHE Jigsaw lessons, weekly Picture News assemblies, focus on British Values and Growth Mindset;

• inviting families to open evenings, curriculum meetings, assemblies and other school events;

• involving external support agencies and educational specialists;

• sharing information about pupils, including health issues, with all staff through care plans and weekly staff briefing.

**How will we Monitor Inclusion?**

Every staff member is responsible for inclusion. However, to ensure we are successful, the following strategies will be used:

• termly reviews of the curriculum;

• regular tracking of pupil attainment through termly Pupil Progress meetings (EduKey Provision Mapping);

• monitoring and assessment schedule;

• termly review of provision management with the SENCo and teachers to discuss progress of pupils on SEND profile and EHCPs;

• termly reviews of targets for pupils with an EHCP;

• review of targets in English and maths;

• Learning walks, book looks and feedback;

• talking to children and families to obtain their views;

• teacher assessment;

• end of Key Stage tests and assessments;

• monitoring teachers’ plans and children’s work;

• regular recording and sharing of information regarding specific vulnerable children with the staff involved in supporting them (EduKey)

**Identification of Pupils**

We recognise the significance of early identification of pupils with Special Educational Needs, English as an additional language needs or pupils who may have the potential to work at greater depth. The SENCO, Class teachers and support staff are all involved in identifying pupils. Pupils with SEND are identified as either being at SEND support or having an EHCP. They are on the school SEND register. Information relating to pupils with SEND is shared with all staff, including supply teachers.

The four broad areas of special educational needs and disabilities (SEND) are: Communication and Interaction, Cognition and Learning, Social, Emotional, and Mental Health, and Sensory and/or Physical Needs. These categories help educators and support staff identify and address the specific needs of children and young people with SEND**.**

**Here's a breakdown of each area:**

1. **1. Communication and Interaction:**

This area includes children who have difficulties with speech, language, and communication, as well as those with autism spectrum conditions.

1. **2. Cognition and Learning:**

This area encompasses a wide range of learning needs, including those with mild, severe, or profound and multiple learning difficulties, as well as specific learning difficulties like dyslexia, dyspraxia, and dyscalculia.

1. **3. Social, Emotional, and Mental Health:**

This area covers difficulties that affect a child's social, emotional, and mental well-being, including anxiety, depression, eating disorders, and challenging behaviours.

1. **4. Sensory and/or Physical Needs:**

This area includes children with visual or hearing impairments, physical disabilities, or multi-sensory impairments that require specialized support or equipment to accesslearning.

**What is Dyslexia?**

According to the Dyslexia Institute, dyslexia can be defined as: ‘…a combination of abilities and difficulties which affect the learning process in reading, writing, spelling and sometimes numeracy.’

Dyslexic children frequently have weaknesses in short term memory, sequencing and processing information.

‘Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the word level and implies that the problem is severe and persistent despite appropriate learning opportunities.

Many of our pupils have needs in these areas, so Dyslexia Friendly teaching will support all of our pupils, whether they have been identified as ‘dyslexic’ or not.

**Provision**

**Adapted Curriculum Provision-** In order to make progress all children will access the same curriculum. Teachers will teach objectives to the whole class and adapt them to meet the needs of the children who are working below the standard through scaffolding, and extend them to challenge the children who are working above the standard. Pupils with the most challenging educational needs may receive a differentiated curriculum which supports their stage of development, if it is significantly different to age expectations.

**Provision Management-** All pupils, including those who have been identified as benefiting from adapted or differentiated provision, will have their progress reviewed termly to ascertain their progress and, if relevant to gauge the impact of interventions. A variety of programmes are used to support learning and behaviour (see key stage specific provision pyramids). Families are informed of interventions their child will receive at parent evenings and receive regular progress reviews.

**High Needs Funding**- A child who has an EHCP will access additional support funded directly by the provision allocated in the Plan. Short term targets are set according to outcomes stated in the Plan and are reviewed termly. An annual review takes place yearly where outside professionals will often attend to review the provision set out in the EHCP.

**Pupils with EAL**- Pupils with EAL are supported both inside and outside the classroom depending on their English fluency. Interpreters are used when necessary, from the Ethnic Diversity Team.

**Greater Depth Pupils**- identified as working at greater depth are provided for through an adapted curriculum. In addition to extension activities in the classroom, they may have the opportunity to be involved in the enrichment and extra-curricular club programme.

**Resources-** Resources for additional needs and inclusion are purchased as appropriate and are matched to needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Specialist resources are accessed for children with an EHCP after specialist advice has been sought and recommendations have been put in place over a period of time as part of the assess-plan-do-review process.

**Teaching strategies**- Everybody has an individual learning style. Some children seem to process information differently. Understanding how they learn best, and being flexible enough to adapt teaching approaches are vital factors in enabling neurodiverse children to learn effectively in the classroom. Therefore, at Torkington Primary School, we employ the following teaching strategies for all children:

* We promote a ‘can do’ culture.
* We understand and value the different ways in which children learn.
* We use multi-sensory methods of learning.
* We are prepared to explain things many times, in a variety of ways.
* We give guidance about how to do tasks systematically.
* We promote positive self-esteem.
* We are aware of signs of tiredness and fatigue, allowing children opportunity for a break within their learning.
* We enable dyslexic children to show their interest, knowledge and skills, despite their difficulties in writing.
* Reasonable adjustments -for example quiet spaces, smaller working groups, use of ICT for recording, use of images alongside ‘purple question’ feedback
* Our marking identifies success and improvement points (next steps), at an appropriate level.
* We use adult support

**Adaptive Teaching Classrooms**- At Torkington Primary School we recognise that the correct working environment is vital for all learners. Adaptive teaching strategies involve adjusting teaching methods and materials in real-time to meet the diverse needs of learners. This includes flexible grouping, scaffolding, differentiated resources, and varied questioning techniques to ensure all students can access challenging content and progress.

Here's a breakdown of key strategies:

Flexible Grouping:

* **Concept:**

Students are not placed in fixed ability groups. Instead, they are grouped dynamically based on learning needs that change over time.

* **Examples:**

Pairing a struggling student with one who has mastered the topic, rotating roles in group projects (like director, scriptwriter, editor), or using random grouping to foster teamwork.

* **Benefits:**

Allows students to learn from each other, provides support where needed, and exposes them to different perspectives.

Scaffolding:

* **Concept:** Providing temporary support that is gradually removed as students become more independent.
* **Examples:** Using sentence starters, graphic organizers, checklists, or providing step-by-step instructions for tasks.
* **Benefits:** Enables students to access challenging content and build confidence.

Differentiated Resources:

* **Concept:**

Providing different materials or resources tailored to varying learning needs.

* **Examples:**

Offering varied reading levels, using visual aids, providing examples (WAGOLLs - "what a good one looks like"), or creating different versions of worksheets.

* **Benefits:**

Ensures all students can engage with the learning objectives, regardless of their starting point.

Questioning Techniques:

* **Concept:**

Using a variety of questions to gauge understanding and challenge students appropriately.

* **Examples:**

Using open-ended questions, prompting with keywords, adjusting the depth of questions based on responses, or using "no hands up" to encourage participation from all students.

* **Benefits:**

Provides feedback to the teacher, encourages deeper thinking, and supports students in developing their understanding.

Real-time Adjustments:

* **Concept:**

Responding to student signals and making adjustments to teaching during the lesson.

* **Examples:**

Rephrasing explanations, providing additional examples, or modifying the pace of instruction based on student responses.

* **Benefits:**

Ensures all students are engaged and supported, and that the learning is relevant and meaningful.

Maintaining High Expectations:

* **Concept:**

Ensuring all students are challenged and encouraged to reach their full potential.

* **Examples:**

Providing appropriate support to access challenging content, rather than lowering expectations.

* **Benefits:**

Promotes a growth mindset and helps students believe in their ability to succeed.

Assessment for Learning:

* **Concept:** Using ongoing assessment to inform teaching and provide targeted support.
* **Examples:** Observing student work, using exit tickets, or providing regular feedback.
* **Benefits:** Helps teachers identify areas where students need additional support and adjust their teaching accordingly.

Student Self-Regulation:

* **Concept:**

Encouraging students to take ownership of their learning and develop self-management skills.

* **Examples:**

Allowing students to set goals, track their progress, and choose how they learn.

* **Benefits:**

Increases motivation and engagement, and helps students become independent learners.

By incorporating these strategies, teachers can create a more inclusive and effective learning environment where all students can thrive.

**Record Keeping**

The class teachers and the SENCo are responsible for the completion of all appropriate paperwork relevant to the SEND Code of Practice 0 - 25 (2014). The SENCo is responsible for completing the paperwork required for Statutory Assessment requests and the annual review of EHCPs. All records are considered to be confidential and are only accessible to concerned professionals and families. All class teachers have information in their Inclusion files and SEND information is kept in the office of the Assistant Head (Inclusion) which is locked.

**Looked after Children (LAC)**

The Headteacher is the Designated Teacher for Looked-After children and Previously Looked-After children. Children in the care of a Local Authority will have targets set within a Personal Education Plan (PEP) each term. Most children will be looked after by the Stockport Local Authority, but some may come from other boroughs. The school works closely with all Local Authorities. The school, the carer and Children’s Services will set the targets *to support individual needs and promote positive progress*. We send a representative to all LAC reviews and we aim to work closely with Children’s Services, and carers. Academic progress will be reported to the governing body. We recognise that children who have been previously looked after and are adopted or on Special Guardianship Orders or Care Arrangements, may face many of the same challenges as those currently looked after by the local authority. With the agreement of families, we monitor their progress closely through termly in school PEP reviews and access support through other agencies where necessary. Linked with support offered by working with Virtual schools.

The Virtual School:

* aims to make sure that Looked After Children aged 3 to 18 receive a "first class education" and offers educational support for these children and young people
* is committed to improving outcomes for children and young people aged 3 to 18 years old who are in the care of the local authority and attend Stockport schools and out of area schools
* does not replace a child’s school, but complements it. The role of Virtual School staff is to support and challenge each individual’s educational provision and promote progress by working in partnership with all agencies concerned

**Working with External Agencies**

We promote the value of specialist advice and support from a variety of professional and voluntary services. We also welcome links with educational bodies that can promote pupils learning and provide enhanced opportunities for our higher ability learners. The Assistant Head (Inclusion) liaises frequently with a number of external agencies and specialists including:

* + Children’s Social Services
	+ Education Welfare Officer
	+ Educational Psychologist
	+ School Nurse / Health Visitors
	+ Community Paediatrician
	+ Physiotherapy
	+ Occupational Therapy
	+ Speech and Language Therapists
	+ ASD Outreach
	+ Inclusion Service
	+ Sensory Support Service- Vision / Hearing Impaired Team
	+ CAMHS – Child & Adolescent Mental Health Service
	+ MHST – Mental Health in Schools Team
	+ Family Support Workers
	+ LA SEND Officers Families are informed if any outside agency is involved
	+ *Virtual School*

**Links with other Schools / Transfer Arrangements**

Class teachers of children joining from other schools will receive information from the previous school. If there is a SEND issue the SENCO attends a transition event where there is the opportunity to meet with all local secondary schools. SENCo, alongside the Year 6 team completes categorised transition documents to provide more detail around the support for children. Children transferring to new schools will have records sent.

**The Governing Body**

The school’s Governors have statutory responsibilities outlined in the SEND Code of Practice. They are responsible for providing a named Governor responsible for Inclusion. Governors will receive an Inclusion report at every full governing body meeting. They are required to report annually to families on the fulfilment of the school’s Inclusion Policy.

**Equality Act**

The Equality Act 2010 provides a single, consolidated source of discrimination law. It specifies that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. Torkington Primary School aims to be a fully inclusive school and the presence or absence of a special need is not a factor in the selection of pupils for admission. We also adhere to the Act when planning pupils’ learning, activities, resources and educational visits and include all pupils unless it is felt by agreement with the families and professionals involved that alternative arrangements would be more suitable.

**Working with Families**

Families will be involved with their children’s progress both informally and formally. Positive parental involvement is important for the success of all children and is in accordance with the SEND Code of Practice. Families will be involved right from the initial stages. Families will be given the opportunity to express their views, be active in decision-making and participate in their child’s education, at review meetings, parent consultations and induction meetings. Pupils will also be given the opportunity to express their views and comment on their success (pupil passports, flexible working document). To support families, curriculum meetings will be planned and organised into key areas of the curriculum including developing their understanding of their children’s educational needs. Families will have the opportunities to meet with their child’s class teacher in a formal meeting twice at scheduled parent’s evening events in Autumn and Spring terms. They will also be offered at least 2 more meetings for review and transition in the academic year.

**Complaints**

If any parent feels that Torkington Primary School is not meeting the needs of their child they will be supported via the procedures outlined in the Complaints Policy. Parents of children with SEND may also seek support from the Parent Partnership and the Conciliation services.

**Staff Development**

The Headteacher and the Assistant Heads will review the needs of the teaching and support staff and provide professional development via in-school training sessions and external courses.

**Monitoring & Review**

The development and monitoring of the schools’ work on Inclusion will be undertaken by the SENCo and the link governors (Rachael Weeden and Kim Meagher) for Inclusion. This policy will be reviewed as and when it is necessary to respond to any local or national requirements. In the absence of any such changes the policy will be reviewed every two years.

1. Except where disapplication, arising from an Education Health Care Plan (EHCP) occurs [↑](#footnote-ref-1)