“Put your heart and soul into everything that you do.”
Purpose. Passion. Success.

Inclusion Policy

Intention

At Pattishall, inclusion means belonging, participation, high expectations and success for every child. Whoever a child is, wherever they are from and whatever their starting point, we aim to identify barriers early, remove or reduce them, and ensure that every pupil can access an ambitious curriculum and the wider life of the school.

Our curriculum puts heart and soul into learning. Through Purpose, Passion and Success, we give every child the knowledge, skills, vocabulary and confidence to thrive. Inclusion is how we make that ambition real: we adapt the route into learning without lowering the intended learning or limiting pupils' future opportunities.

Our DR MOSS golden threads help us keep inclusion visible in everyday planning and decision-making:

- Diversity - broadening horizons, representation, belonging and respect for difference.
- Resilience - building independence, self-regulation, confidence and perseverance.
- Mobility - identifying starting points and closing curriculum or pastoral gaps quickly for pupils who join us after Reception.
- Oracy - ensuring pupils can understand, communicate, reason and participate.
- Spirituality - creating space for reflection, awe, wonder, connection and meaning.
- SEND - anticipating barriers and adapting teaching, resources, communication and the environment so pupils can flourish and succeed.

We recognise that inclusion is wider than SEND. Pupils may experience barriers because of disability, medical or mental health needs, English as an additional language, mobility, disadvantage, care experience, social care involvement, attendance, trauma or other life circumstances. Equally, pupils whose prior attainment, interests or talents require greater depth and challenge must not be limited by a one-size-fits-all curriculum.

Legal and statutory framework

This policy is informed by current law and statutory guidance, including:

- Children and Families Act 2014, Part 3, including the school's 'best endeavours' duty, the duty to designate a SENCO and the duty to publish an SEN Information Report.
- Special Educational Needs and Disability Regulations 2014, as amended in 2024, including the mandatory SENCO qualification requirements.
- Special educational needs and disability (SEND) Code of Practice: 0 to 25 years - current statutory guidance.
- Equality Act 2010, including disability discrimination, reasonable adjustments and the Public Sector Equality Duty.
- Education Act 1996 and School Admissions Code - where relevant to access to education and admissions.
- Early Years Foundation Stage statutory framework for group and school-based providers - version in force from 1 September 2026.
- Keeping Children Safe in Education 2026.
- Working Together to Improve School Attendance - current statutory guidance, updated July 2026.
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - statutory guidance effective July 2026.

The school also has regard to West Northamptonshire Council's Local Offer, SEND Ranges and Inclusive Provision Toolkit, and to current evidence-informed practice, including the Education Endowment Foundation's guidance on SEND in mainstream schools.

National SEND reform proposals published in 2026 describe the future direction of the system but are not treated in this policy as current statutory requirements unless and until the relevant law or statutory guidance is brought into force.

Related school policies and documents

- SEN Information Report
- Accessibility Policy and Plan
- Equality Information and Objectives
- Curriculum Policy and DR MOSS planning
- Self-Evaluation Form and School Development Plan
- Nurturing Positive Behaviour Policy
- Attendance Policy
- Safeguarding and Child Protection Policy

- Supporting Pupils with Medical Conditions Policy
- Children with Health Needs Who Cannot Attend School Policy
- Looked-After and Previously Looked-After Children Policy
- Restrictive Interventions and Positive Handling Policy
- Anti-Bullying Policy
- Admissions arrangements
- Complaints Policy

Key definitions

Special educational needs (SEN): a child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is provision that is additional to or different from that made generally for other children of the same age.

Disability: under the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. A pupil may be disabled without having SEN, and may have SEN without meeting the Equality Act definition of disability.

The statutory term is SENCO. Pattishall commonly uses SENDCo to reflect the wider SEND role. In this policy, SENDCo refers to the school's statutory SENCO.

A diagnosis is not required before support can be put in place. Our response is led by the pupil's needs, barriers, strengths and response to support.

Implementation - our graduated model of inclusion

High-quality teaching is the starting point for every pupil, including pupils with SEND. We use a graduated, needs-led approach rather than the outdated 'Wave 1/2/3' model.

We use the following practical levels of provision. These are school descriptors, not statutory categories:

- Universal / ordinarily available provision - inclusive classroom teaching and routines available every day, informed by WNC's Inclusive Provision Toolkit.
- Targeted provision - additional, time-limited or more intensive support matched to an assessed barrier and linked to a clear intended outcome.
- Specialist / statutory provision - specialist advice, higher-level provision or an EHCP where the pupil's needs require this.

Movement between these levels is based on evidence of need and impact. Funding, diagnosis or a place on the SEND register is never a precondition for making reasonable classroom adjustments.

High-quality adaptive teaching

Teachers remain responsible and accountable for the progress and development of every pupil in their class, including where a pupil receives support from a teaching assistant or specialist.

Inclusive teaching at Pattishall typically includes:

- clear explanations, modelling, guided practice and checking for understanding;
- careful teaching and revisiting of vocabulary and background knowledge;
- scaffolds that support access and are reduced as independence grows;
- flexible grouping based on current learning need rather than fixed labels;
- appropriate use of visual support, manipulatives, technology, alternative recording methods and assistive equipment;
- manageable cognitive load, explicit routines and predictable transitions where these reduce barriers;
- purposeful oracy so that pupils rehearse, explain, reason and communicate their learning;
- appropriate challenge and depth for pupils who grasp concepts rapidly;
- reasonable adjustments to teaching, assessment, communication or the environment for disabled pupils.

Teaching assistants are deployed to increase access, participation and independence. Support should not routinely separate pupils from the teacher, curriculum or peers, nor create avoidable dependency.

Identification and the graduated approach

Early identification is important, but identification must be careful. Slower progress, low attainment, behaviour, poor attendance, EAL, mobility or disadvantage do not automatically mean a pupil has SEN.

When a concern emerges, the class teacher and SENDCo consider information such as:

- pupil and parent/carer views;
- starting points, attainment, progress and patterns over time;
- work, classroom participation and response to teaching;
- communication, language, sensory, physical, social, emotional and mental health needs;
- attendance, mobility, health, safeguarding or other contextual factors;
- information from previous settings and relevant professionals;
- whether appropriate teaching and reasonable adjustments have been consistently implemented.

Where SEN Support is required, the school follows the statutory graduated approach:

- Assess - establish a clear picture of strengths, needs, barriers and starting points.
- Plan - agree the outcomes sought, adjustments, teaching strategies, interventions, responsibilities, frequency and review date with the pupil and parents/carers.
- Do - the class teacher retains day-to-day responsibility. The SENDCo supports implementation and any staff delivering targeted provision are clear about the intended outcome.
- Review - evaluate whether the support has happened as intended and whether it has made a difference. Adjust, intensify, fade or stop provision according to evidence.

We do not continue interventions simply because they are familiar. Additional provision must have a clear purpose, a baseline where appropriate, defined review point and evidence of impact.

SEND Support, learning plans and the SEND register

Where the graduated approach shows that a pupil requires provision that is additional to or different from that normally available, the pupil will be recorded as receiving SEN Support and parents/carers will be informed.

The school's SEND register is a management tool; the statutory entitlement is to appropriate support, not to a label. At Pattishall, a concise SEND Support/Learning Plan may be used where it helps staff, pupils and families understand the pupil's strengths, barriers, outcomes, adjustments and provision. Plans will contain a small number of meaningful outcomes and will be reviewed at least termly, or sooner where need changes.

If a pupil is not making expected progress despite relevant, purposeful action, the SENDCo will consider whether further assessment, specialist advice or a different approach is needed.

Education, Health and Care Plans (EHCPs)

Where, despite relevant and purposeful action through SEN Support, a pupil may require provision beyond that which can reasonably be provided from the school's resources, the school may, with parents/carers and the pupil, consider requesting an EHC needs assessment. Parents and young people also have a statutory right to request an assessment.

For pupils with an EHCP, the school will deliver the provision for which it is responsible, work with the local authority and relevant agencies so that the special educational provision specified in the plan is secured, and contribute fully to statutory annual reviews and phase-transfer planning. Where Pattishall is named in a final EHCP, the school will act in accordance with the statutory admissions framework.

Reasonable adjustments, disability and accessibility

The Equality Act duty to make reasonable adjustments is anticipatory: we think ahead about likely barriers rather than waiting for a disabled pupil to be disadvantaged. Adjustments are considered individually and may relate to routines, teaching, assessment, communication, equipment, auxiliary aids or services, and participation in wider school life. Strategic improvements to physical access are addressed through the school's Accessibility Policy and Plan.

The Accessibility Policy and Plan sets out the school's strategic work to improve curriculum access, the physical environment and accessible information. A pupil does not need an EHCP or to be on the SEND register for Equality Act duties to apply.

EYFS

In Reception, inclusion is embedded through high-quality interactions, purposeful play, indoor and outdoor continuous provision, early communication and language, explicit teaching where appropriate, and sensitive observation of children's development.

Adults adapt the environment and interaction so children can participate, communicate and become increasingly independent. Concerns are discussed early with families and addressed through the graduated approach in line with the EYFS statutory framework and SEND Code.

English as an Additional Language (EAL)

EAL is not a special educational need. Pupils learning English as an additional language are entitled to the same ambitious curriculum as their peers. We assess language proficiency, prior education, first-language literacy where relevant, and curriculum starting points so that limited English is not mistaken for SEN.

Support may include explicit vocabulary teaching, visual and contextual support, modelling, pre-teaching, peer interaction, use of first-language knowledge or translation where appropriate, and planned opportunities for purposeful talk. Where concerns persist beyond language acquisition, the SENDCo will consider whether assessment for SEN is appropriate.

Mobility and pupils joining after Reception

Mobility is one of our DR MOSS golden threads. Pupils joining the school after Reception may have experienced different curricula, interrupted learning, changes in support or social disruption.

We complete prompt starting-point assessment and gather information from the pupil, family and previous setting. Curriculum, pastoral, SEND, safeguarding and attendance information is considered together. Where appropriate, an initial gap/action plan is established within the first two school weeks and reviewed as the pupil settles.

Looked-after, previously looked-after and other pupils facing vulnerability

Looked-after and previously looked-after children are supported in line with the school's separate policy and the statutory Designated Teacher arrangements. The Designated Teacher, DSL, SENDCo and class teacher work together where needs overlap.

Children known to social care, children in kinship care, disadvantaged pupils, pupils affected by trauma or family difficulty, and pupils with persistent or severe absence may need coordinated support. These circumstances do not in themselves constitute SEN. We identify the actual barrier and respond without lowering expectations or creating unnecessary labels.

Medical and mental health needs

A medical or mental health condition may constitute a disability and may also lead to SEN, but neither is automatic. We coordinate support through the Supporting Pupils with Medical Conditions Policy, Children with Health Needs Who Cannot Attend School Policy, SEND processes and safeguarding arrangements as appropriate.

Mental health and regulation needs are taken seriously. Staff consider whether changes in behaviour, attendance, communication or engagement may indicate an unmet need, while maintaining clear expectations, boundaries and safety.

Attendance, behaviour, suspension and exclusion

Inclusion means addressing barriers to attendance and behaviour early. We use a support-first approach, work with families and relevant services, and make reasonable adjustments where required.

- Informal or unofficial exclusions are not used.
- A pupil will not be suspended or permanently excluded simply because they have SEND or because the school considers their needs difficult to meet.
- Before and following significant behaviour incidents, leaders consider whether unmet need, provision, reasonable adjustments or an EHCP review require attention.
- Where a pupil with SEND is persistently or severely absent, the SENDCo and Attendance Lead work together so attendance support and SEND support are coherent.
- Any temporary part-time timetable must follow current attendance guidance, be exceptional, time-limited, regularly reviewed and have a clear route back towards full-time attendance.

Curriculum, enrichment and wider participation

Pupils with additional needs should participate in the full life of the school alongside their peers wherever reasonably possible. Accessibility and medical/SEND needs are considered when planning PE, swimming, Forest School, playtimes, clubs, performances, educational visits and residential experiences.

Where a risk exists, we plan reasonable adjustments and proportionate controls rather than defaulting to non-participation. The pupil's dignity, independence and entitlement to rich experiences remain central.

Partnership with pupils and parents/carers

Pupils and parents/carers are partners in inclusion. We listen carefully to what helps, what creates barriers and what success looks like. Pupil voice is adapted where necessary so communication difficulty does not prevent meaningful involvement.

- Parents/carers are informed when SEN Support is put in place and are involved in assess-plan-do-review cycles.
- Meetings focus on strengths, barriers, provision, impact and the next step rather than labels alone.
- Information is provided in an accessible form where required.
- Parents/carers are signposted to WNC's Local Offer and SEND Information, Advice and Support Service (SENDIASS).

Transition

Transitions are planned early and proportionately. Relevant information about strengths, needs, successful strategies, safeguarding, medical needs, SEND provision and reasonable adjustments is transferred securely and promptly.

Additional visits, visual preparation, meetings with receiving staff, transition books, social narratives or phased familiarisation may be used where they reduce barriers. For pupils with EHCPs, statutory phase-transfer processes and annual-review timescales are followed.

Roles and responsibilities

Inclusion is a whole-school responsibility.

Governing Body

- holds leaders to account for the school's statutory SEND and equality duties and the effectiveness of this policy;
- ensures a suitably qualified SENCO is designated and has sufficient time, influence, training and resources to carry out the role;
- monitors whether pupils with SEND and other barriers participate, attend, achieve and flourish, and whether groups are disproportionately represented in suspension, persistent absence or other adverse outcomes;
- scrutinises the use and impact of SEND resources and relevant additional funding;
- ensures the SEN Information Report and Accessibility Plan are published and kept up to date;
- receives anonymised inclusion information at least termly and challenges leaders on implementation, impact and next steps.

Headteacher and Senior Leaders

- establish an ambitious, inclusive culture and ensure inclusion is integral to the SEF, SDP, curriculum, staffing and professional development;
- ensure statutory duties, reasonable adjustments and EHCP provision are implemented;
- ensure staffing, timetables and resources support access and independence rather than unnecessary segregation;
- ensure leaders evaluate implementation and impact, not simply whether provision exists;
- ensure the SENDCo is part of strategic decision-making.

SENDCo

- oversees the day-to-day operation of SEND arrangements and coordinates provision for pupils with SEN;
- supports staff to identify needs accurately and implement the graduated approach;
- advises on adaptive teaching, reasonable adjustments, SEND Support/Learning Plans and evidence-informed interventions;
- liaises with pupils, parents/carers, teachers, external agencies and WNC;
- coordinates statutory processes relating to EHC needs assessments and annual reviews;
- works with leaders on transition, attendance, behaviour, safeguarding, medical needs and curriculum access where these intersect with SEND;
- keeps appropriate records, evaluates provision and reports to leaders and governors.
- meets the statutory qualification requirements for the role. Since 1 September 2024 the NPQ for SENCOs is the mandatory qualification for newly appointed SENCOs, subject to the statutory exemptions and transitional arrangements.

Class Teachers

- are responsible for the progress and development of every pupil they teach;
- know pupils' strengths, barriers, plans and reasonable adjustments;
- use assessment to adapt teaching and check whether adaptations are working;
- work with the SENDCo, support staff, pupils and families through the graduated approach;
- ensure pupils receiving intervention remain connected to the core curriculum and teacher instruction.

Teaching Assistants and Support Staff

- understand the intended learning and the pupil's agreed support;
- use prompting, modelling, scaffolding and feedback to promote independence;
- communicate relevant observations to the teacher and SENDCo;
- do not make curriculum or assessment decisions in isolation from the teacher.

DSL, Attendance Lead, Designated Teacher and other leaders

These roles work with the SENDCo where needs overlap. Information is shared on a need-to-know basis so safeguarding, attendance, care experience, health and SEND are considered together rather than in separate silos.

Pupils

- are encouraged to explain what helps them learn and participate;
- are involved in reviewing their outcomes and support in an age-appropriate way;
- are supported to develop independence, self-advocacy and confidence.

Parents and Carers

- share relevant information and concerns with the school;
- contribute to planning and reviewing support;
- inform school of significant changes in need, diagnosis, medication or outside-professional involvement;
- work with school and relevant professionals to support attendance, learning, independence and wellbeing.

Staff expertise and external support

Professional development is matched to identified pupil and staff need. Whole-school development focuses on strong universal practice as well as specific training where a pupil requires specialist support.

The school works with WNC and relevant health, social care and specialist services. This may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, specialist SEND teachers, school nursing, mental health services and other professionals as appropriate.

External advice strengthens, but does not replace, the responsibility of school staff to teach and support the pupil day to day.

Funding and resources

The school uses its delegated resources, notional SEN budget and other available funding to secure appropriate provision. Where additional support is required, the school may use WNC's current Inclusion Funding or High Needs processes, seek specialist advice or request an EHC needs assessment as appropriate.

Support is not delayed simply because additional funding has not yet been secured. Governors and leaders consider value for money by asking whether provision is implemented well and improves outcomes.

Safeguarding, confidentiality and information sharing

Children with SEND or disabilities may face additional safeguarding barriers. Staff must not assume that changes in behaviour, communication, presentation or injury are simply part of a child's SEND or disability. Safeguarding concerns are reported immediately in line with KCSIE 2026 and the school's Safeguarding and Child Protection Policy.

Personal and SEND information is handled confidentially and shared with staff and professionals where this is necessary to support education, safety and wellbeing, in accordance with data-protection law and safeguarding requirements.

Impact - how we know inclusion is working

We evaluate whether pupils belong, participate, learn and become more independent. Monitoring draws on:

- attainment, progress and retention of essential knowledge;
- attendance and persistent/severe absence;
- participation in lessons, play, trips, clubs, swimming, Forest School and wider opportunities;
- quality and consistency of adaptive teaching and reasonable adjustments;
- impact of targeted interventions and specialist recommendations;
- pupil and parent/carer voice;
- SEND Support/Learning Plan and EHCP outcomes;
- behaviour, suspension, exclusion and alternative-provision patterns;
- successful induction and progress of mobile pupils;

- transition outcomes;
- staff confidence and implementation of professional development;
- whether outcomes reveal disproportionate barriers for pupils with SEND, disabilities or other vulnerabilities.

Monitoring may include learning walks, work and planning scrutiny, pupil voice, assessment review, provision review, case sampling, attendance/behaviour analysis and governor monitoring. Our core questions are: Has the agreed provision happened? Is it happening consistently? Is it making a difference? What is the next reasonable step?

The renewed Ofsted framework includes a separate inclusion evaluation area. Our approach is not designed for inspection, but our evidence should enable us to explain clearly how we identify need, engage pupils and families, remove barriers and evaluate outcomes.

SEN Information Report

This Inclusion Policy does not replace the statutory SEN Information Report. The school publishes and updates its SEN Information Report annually, and sooner where information changes, in accordance with section 69 of the Children and Families Act 2014 and Schedule 1 of the SEND Regulations 2014.

Complaints

Concerns about inclusion or SEND provision should normally be raised promptly with the class teacher and/or SENDCo so that they can be addressed. If a concern is not resolved, parents/carers may use the school's Complaints Policy. Statutory routes relating to EHC decisions, disability discrimination or admissions remain available where applicable.

Monitoring and Review

The SENDCo and Headteacher will review implementation during the year and report relevant themes and impact to governors. This policy will be reviewed annually, or sooner if legislation, statutory guidance, local arrangements or significant school circumstances change.