Believing and Achieving Together

Inclusion Strategy

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Overall objective

To create an inclusive school community where every pupil is valued, respected and supported to achieve their potential. We will identify and remove barriers to learning and participation, provide appropriate support and reasonable adjustments, and work collaboratively with pupils, families and professionals to promote equality, belonging and positive outcomes.

Seaton Delaval First School aims to ensure that all pupils feel valued, supported, safe and able to participate fully in school life, regardless of their needs, background, ability, culture, language, or circumstances.

1. Vision and aims

- Create a strong sense of belonging for every pupil.
- Remove barriers to learning and participation.
- Ensure pupils have equal access to the curriculum and wider school activities.
- Identify and respond to additional needs at an early stage.
- Promote respect, diversity and positive relationships.
- Work in partnership with parents, carers and relevant professionals.
- Ensure staff have the knowledge and confidence to support diverse learners.

2. Identifying barriers

We will regularly assess what prevents pupils from participating or achieving their potential e.g. :

- Special educational needs and disabilities (SEND).
- Language or communication difficulties.
- Poverty or financial disadvantage.
- Attendance difficulties.

- Mental health or emotional needs.
- Cultural, religious or linguistic differences.
- Bullying, discrimination or social isolation.
- Difficulties accessing buildings, technology or learning resources.

3. Inclusive teaching and learning

Teachers support inclusion by using approaches such as:

- Differentiating tasks and resources.
- Providing visual, written and verbal instructions.
- Using assistive technology where appropriate.
- Offering different ways for pupils to demonstrate their learning.
- Providing additional scaffolding and targeted intervention.
- Seating pupils thoughtfully.
- Using accessible and representative curriculum materials.
- Maintaining high expectations while providing appropriate support.

4. SEND and individual support

The school has clear systems for:

- Early identification of additional needs.
- Assessing and reviewing pupil progress.
- Creating appropriate individual support plans.
- Making reasonable adjustments.
- Working with the SENCO, teaching assistants and external professionals.
- Involving parents/carers and pupils in decisions about support.
- Reviewing whether interventions are actually improving outcomes.

5. Creating an inclusive school culture

Inclusion extends beyond the classroom. The school will:

- Celebrate different cultures, backgrounds and experiences.
- Challenge stereotypes, prejudice and discriminatory behaviour.
- Establish clear anti-bullying procedures.
- Teach pupils about respect, empathy and diversity.
- Ensure pupil voice is genuinely heard.
- Provide clubs, trips and extracurricular activities that are accessible to all.
- Promote positive relationships between pupils and staff.

6. Staff development

All staff receive appropriate professional development covering areas such as:

- SEND and adaptive teaching.
- Safeguarding.

- Equality and diversity.
- Supporting pupils with communication needs.
- Recognising barriers to participation.
- Managing behaviour in an inclusive way.
- Understanding unconscious bias and avoiding assumptions about pupils.

7. Family and community involvement

Parents and carers will be treated as partners. The school will:

- Communicate in accessible and appropriate ways.
- Provide translation or interpretation where necessary.
- Offer opportunities for parents to contribute to decisions.
- Listen to pupil and family feedback.
- Work with local services and specialist organisations.

8. Measuring success

Our effective strategy has measurable outcomes. The school will monitor:

- Attendance and persistent absence.
- Behaviour and bullying incidents.
- Progress and attainment.
- Participation in clubs, trips and activities.
- SEND outcomes.
- Exclusions and suspensions.
- Pupil wellbeing and belonging.
- Parent/carer satisfaction.
- Staff confidence in inclusive practice.