

Huncote Primary School



Inclusion Strategy

Introduction

At Huncote Primary School, inclusion is woven through every interaction, every lesson and every relationship. We believe every child is unique, valued and capable of excellence. Our goal is that all pupils — regardless of background, need or ability — feel safe, welcomed, understood, inspired and supported.

Our work is rooted in our school motto: "Learning for Life – Aiming high in all we do." Our values — Respect, Kindness, Perseverance, Courage and Honesty — shape how we teach, support and interact with pupils every day.

Inclusion is **everyone's responsibility**. Teachers, support staff, parents, governors and external professionals all contribute so every child can thrive academically, socially and emotionally.

Our Principles of Inclusion

1. We know our children — and we know them well.

- We take time to understand each child's strengths, needs, background and interests so support is meaningful.

2. We meet every child where they are.

Trauma-informed practice, adaptive teaching and targeted support help every child succeed.

3. Relationships come first

- Positive, trusting relationships with pupils and families underpin everything.

4. Our curriculum is ambitious and accessible for all.

- Strong universal provision, early identification and a clear graduated response ensure all pupils progress.

5. Belonging drives wellbeing, behaviour and learning.

- Every child should feel seen, valued and part of the school community.

How We Ensure Children Thrive

Pupils thrive at Huncote because they experience warmth, connection and opportunity daily.

- Every child is welcomed individually each morning.
- Staff use positive language and consistent relational practice.
- Our colour team system builds community across year groups.
- Children access meaningful leadership opportunities such as Wellbeing Ambassadors, Sports Ambassadors and a range of UKS2 responsibilities.
- A rich personal development offer includes sporting events, trips, visitors and real-life experiences.
- Our Fundraising Team helps remove financial barriers so all pupils can access opportunities.

We maintain strong home-school partnerships, inviting families to themed days, workshops, assemblies and events. Class Dojo supports open and regular communication.

How We Ensure Children Achieve

Achievement at Huncote is defined by progress, confidence and pride.

High-quality adaptive teaching includes:

- scaffolded learning
- clear modelling and explanations
- stem sentences, cloze procedures and word banks
- small, manageable steps of learning
- flexible seating arrangements
- SMART targets that match developmental stage

Teaching is trauma-informed and relational. Staff respond to emotional, social and academic needs, while maintaining high expectations for all learners.

How We Ensure Children Belong

Belonging sits at the heart of learning, behaviour and wellbeing.

- Every child is greeted warmly each morning.
- Staff use positive, predictable and consistent relational approaches.
- Families are welcomed, listened to and treated as partners.

Our curriculum promotes equality, diversity and inclusion through:

- the Everyone's welcome programme
- a broad RE curriculum exploring multiple faiths and worldviews
- the teaching of fundamental British Values
- a consistent uniform that reinforces fairness and unity

We support children's emotional wellbeing by regularly checking in on how they feel and responding quickly when support is needed.

Inclusion Priorities for the Year

- 1.** Develop an ambitious, inclusive Personal Development Curriculum so all pupils are explicitly taught the values, skills and behaviours needed to thrive.
- 2.** Improve attendance and reduce persistent absence to strengthen connection and engagement with learning.
- 3.** Strengthen the consistency of the Huncote Teaching Toolkit so that high-quality adaptive teaching and routines are embedded across every classroom to ensure every child can achieve.

Pupil Voice

Pupils consistently tell us they feel safe, supported and valued at Huncote. They say:

“I feel comfortable at school, I am happy and have friends to support.”

“If you need help, someone will help.”

“If I am being quiet and someone tries to make conversation with me it makes me feel seen.”

“We smile at everyone because then they feel seen and happy.”

These voices remind us that everyday acts of kindness and connection build deep belonging.

Graduated Response

We operate a clear three-tier graduated response to ensure each child receives the right support at the right time. This approach enables early identification of needs, timely interventions and carefully coordinated specialist involvement where required. Staff work collaboratively across all tiers so that support is consistent, well-planned and regularly reviewed. Our focus is always on enabling full curriculum access, strengthening wellbeing and maintaining high expectations for every learner. See crib sheet for more details.

Tier 1: Universal Provision

- High-quality adaptive teaching
- Clear explanations, modelling and scaffolded support
- Strong relationships and predictable routines
- Early identification of emerging needs

Tier 2: Targeted Support

- Short-term interventions with clear review points
- Small-group academic, social or emotional support
- Pastoral check-ins and structured social opportunities

Tier 3: Specialist Support

- SENCo-led and SLT-supported personalised planning
- Specialist input from external agencies
- Joined-up attendance, behaviour and pastoral support

TIER 1 – UNIVERSAL OFFER

What every child receives every day at Huncote: supportive relationships, predictable routines and high-quality teaching.

Relationships & Wellbeing

- Warm, consistent interactions; daily check-ins
- Predictable routines; clear communication and visuals
- clear and consistent behaviour policy
- Calm, inclusive classrooms; safe transitions
- SEND coffee mornings
- Strong pupil voice
- values that underpin our relationships.

Teaching & Curriculum

- Ambitious curriculum for all
- High-quality teaching using the Huncote Teaching Toolkit (routines, stuck strategies, purposeful discussion, AFL, rich questioning)
- Structured schemes: Little Wandle, Power Maths,
- Regular AFL and 6–8-week assessments
- strong PD curriculum
- Clear language and high oracy expectations
- Access to daily systematic phonics and/or high quality reading instructions
- On-going staff CPD

Environment & Access

- SEND-friendly classrooms; supportive seating
- Fidgets, movement breaks, sensory tools available
- Organised, low-stress spaces

Enrichment & Participation

- Clubs open to all
- Daily structured lunchtime play; sports coach; happy lunchtimes
- Creative + PE opportunities

Early Identification & Universal Intervention

- WellComm for all; Big Moves in EYFS
- QLA-informed & evidence reading & maths interventions
- Fluid interventions responding to emerging gaps
- In-class re-teaching and responsive scaffolding as standard

Attendance

- clear culture of high attendance for all
- weekly monitoring of whole school and vulnerable groups
- Early informal parent contact if attendance falls below 95%
- celebration of strong and improving attendance.

TIER 2 – TARGETED SUPPORT

When a need starts to emerge – gentle adjustments, evidence gathering and short-term interventions.

Noticing & Understanding Need

- Adults observe patterns in learning, behaviour, emotions or social interactions
- Notes recorded through AFL, Insight and informal observation
- Early, calm conversations with parents/carers
- Team discussions to understand the underlying need

Short-Term Support & Interventions

- Small group or 1:1 support (reading fluency, phonics, language, maths)
- Pastoral check-ins or short emotional support sessions (ELSA)
- Structured social opportunities (buddying, small-group play)

Evidence & Review (APDR Cycle)

- Collect work samples, observations, pupil voice and parent insights
- Review progress regularly and adapt support
- Consider SENCO involvement if concerns persist or escalate

Classroom Adaptations

- Extra processing time; repeated or chunked instructions
- Visuals, scaffolds and guided practice
- Adjusted seating; reduced sensory load if helpful
- Movement breaks, quiet spaces and supported transitions
- Targeted use of stuck strategies and discussion

Early Practical Family Support

- One-off food bank voucher
- Signposting to local charities for clothing/uniform/furniture/trips
- Offer to clubs
- Directing families to supportive services (sleep advice, SENDIASS, budgeting etc.)

Attendance

- Parent meeting to explore barriers
- Pastoral check ins
- reasonable adjustment made e.g. uniform
- adjusted start or soft start where appropriate.

TIER 3 – SPECIALIST SUPPORT

When needs are significant, persistent or require external agency involvement.

SENCO-Led and Multi-Agency Support

SENCO involvement for deeper assessment

External specialists:

- Speech and Language Therapy
- Educational Psychology
- GP/Paediatrics
- Mental health teams
- Early Help or MARF where family support is needed
- Safeguarding involvement if risk is present

Enhanced Communication Around the Child

- Regular meetings with families
- Ongoing Class Dojo communication
- SEND parent meetings / coffee mornings
- Strong pupil voice (learning plan input, surveys, School Council)
- Shared approach between all adults supporting the child

Plans and Provision

- Individual Learning Plans
- Behaviour plans or attendance plans
- Adjusted curriculum sequencing
- Risk assessments where appropriate
- Adapted environments (workspace, sensory adjustments, technology access)

Attendance

- Multi-agency involvement
- formal attendance plan
- Reintegration plan following prolonged absence
- regular review and governor monitoring

Monitoring and Evaluation

We monitor inclusion through:

- book looks
- academic and attendance data
- learning walks focused on relationships, routines and teaching practice
- teacher and pupil voice
- coaching and professional development to strengthen adaptive teaching
- termly Pupil Progress Meetings feeding into APDR cycles
- behaviour, safeguarding and pastoral patterns
- wellbeing check-ins and emotional trend analysis
- regular reviews of individual support plans
- external challenge and support

Impact 25-26

- 89% of SEND children have/ is attending a club or competition
- 87% of PP children have/ is attending a club or competition
- Overall attendance has improved year-on-year, with 2025–26 the strongest performance to date.
- PP attendance: up +1.3pp over three years, now 94.2% (just 0.6pp below national).
- SEN Support: improved 94.6% → 95.7% (+1.1pp) and above national for two consecutive years.
- EHCP: up +4.5pp since Year 1.
- Severe PA for SEND: eliminated.
- 100% of parents of children with SEND say the school gives their child the support they need to succeed.
- 98% of parents say their child feels safe at school.
- 98% of parents say their child does well at this school.

Our Ongoing Commitment

Huncote Primary School is committed to:

- reflecting regularly on our practice
- listening to pupil and parent voice
- strengthening inclusion as the school grows
- ensuring every child thrives, achieves and belongs

Inclusion is not a policy — it is who we are.