Inclusion Policy

At Heronshaw School, the spiritual, moral, social and cultural development of all children, together with their safety, wellbeing and happiness, is at the heart of everything we do. We believe that every child has the right to feel safe, valued and respected within a nurturing and inclusive environment.

We are committed to creating a school where everyone can achieve success, develop confidence and fulfil their potential regardless of their background, need or circumstance. We have high expectations for all members of our school community and strive to ensure that every child has access to the opportunities, support and challenge they need to flourish.

Definition of Inclusion

At Heronshaw School, inclusion means that every child feels a strong sense of belonging and is valued as an individual. We believe all children should have equal access to learning, opportunities and experiences which enable them to thrive academically, socially, emotionally and physically.

We recognise that children may experience barriers to learning for a variety of reasons. Through early identification, strong relationships, high-quality adaptive teaching and effective support, we aim to remove these barriers and ensure every child can participate fully in school life and achieve their full potential.

We recognise that equity, rather than equality, is central to inclusion. Some children may require additional or different support in order to access the same opportunities as others, and we are committed to meeting those needs.

Inclusion Ethos

Our core values are embedded throughout school life and are central to our inclusive ethos. We are highly committed to promoting equality, diversity and inclusion within our school and wider community.

We value and celebrate the individuality of all our pupils and believe every child has an entitlement to a broad, balanced and enriching curriculum. We seek to foster a culture where diversity is celebrated, differences are respected and every member of the school community feels welcomed and included.

The achievements, attitudes, wellbeing and personal development of all pupils are central to everything we do. We actively work to eliminate prejudice and discrimination and promote an environment where all children can flourish.

We are committed to ensuring that inclusion is everyone's responsibility and that pupils, families, staff, governors and external agencies work together to secure the best possible outcomes for every child.

Equality, Diversity and Inclusion

Heronshaw School is committed to promoting equality of opportunity and eliminating discrimination in all its forms.

We actively promote respect and understanding of all people regardless of:

- Age
- Disability
- Race
- Religion or belief
- Sex
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership

We challenge stereotypes and discriminatory behaviour and actively promote respect, kindness and understanding throughout school life.

Our curriculum reflects the diversity of modern Britain and encourages pupils to value and respect the beliefs, cultures and experiences of others.

Aims and Objectives

Our school is committed to being fully inclusive and actively seeks to remove barriers to learning, achievement and participation.

We aim to:

- Provide a safe, welcoming and nurturing environment.
- Enable every child to achieve their full potential.
- Promote a strong sense of belonging for all pupils.
- Raise attainment and achievement for all groups of learners.
- Foster positive wellbeing and mental health.

- Celebrate diversity and individuality.
- Develop respectful and supportive relationships.
- Promote equality of opportunity.
- Support pupils and families through effective partnership working.
- Ensure all children can access and participate fully in school life.

Particular attention is given to the progress, wellbeing and inclusion of:

- Pupils with SEND.
- Disabled pupils.
- Pupils eligible for Pupil Premium.
- Looked After and Previously Looked After Children.
- Pupils learning English as an Additional Language.
- Most Able pupils.
- Refugee and asylum-seeking pupils.
- Pupils experiencing attendance difficulties.
- Pupils requiring emotional or mental health support.
- Pupils at risk of exclusion or disengagement.
- Any pupil who may be vulnerable to underachievement.

Teaching and Learning

At Heronshaw School, we aim to give all children the opportunity to succeed and achieve the highest possible level of personal achievement.

High-quality adaptive teaching is the foundation of our inclusive practice and is the primary means through which barriers to learning are removed. We recognise that all learners are different and that teaching should be responsive to their strengths, interests and needs.

Teachers are responsible and accountable for the progress and development of all pupils in their class.

Through high-quality adaptive teaching, staff will:

- Set appropriate learning challenges.
- Adapt teaching to meet individual needs.
- Remove barriers to learning wherever possible.
- Promote independence and resilience.
- Ensure all pupils can access the curriculum.
- Use assessment effectively to inform teaching.
- Provide opportunities for challenge and deeper thinking.
- Create inclusive learning environments.

- Foster positive relationships and engagement.
- Additional interventions are designed to complement, rather than replace, high-quality classroom teaching.

Children will:

- Feel safe and valued.
- Be actively involved in their learning.
- Understand and celebrate differences.
- Develop independence and responsibility.
- Learn within an inclusive and supportive environment.
- Access a curriculum which reflects diversity and promotes belonging.
- Be encouraged to achieve their personal best.

SEND and the Graduated Approach

Heronshaw School follows the SEND Code of Practice and adopts a graduated approach of Assess, Plan, Do and Review.

We are committed to:

- Early identification of need.
- Effective communication with parents and carers.
- Listening to and valuing pupil voice.
- Providing reasonable adjustments where required.
- Accessing specialist advice and support when needed.
- Regularly reviewing provision and impact.

Inclusion for pupils with SEND is achieved primarily through high-quality adaptive teaching, appropriate support and meaningful collaboration with families and professionals.

Attendance and Inclusion

Good attendance is an essential part of successful inclusion.

We recognise that attendance difficulties can be linked to a range of factors, including SEND, emotional wellbeing, medical needs and family circumstances.

We work proactively with pupils, families and external agencies to identify and remove barriers to attendance and ensure children feel safe, supported and able to engage in learning.

Our aim is that every child feels welcomed, valued and motivated to attend school regularly.

Wellbeing and Mental Health

At Heronshaw School, we recognise the strong link between emotional wellbeing, learning, attendance and achievement.

We are committed to creating a nurturing environment where children feel safe, supported and able to seek help when needed.

We promote positive mental health throughout school life and provide appropriate pastoral, emotional and wellbeing support to ensure that all children can thrive.

Where additional support is required, we work closely with families and external agencies to secure the best outcomes for pupils.

Partnership with Parents and Families

Positive parental involvement is crucial in maximising achievement and development for all children.

We believe that effective partnerships between home and school are fundamental to successful inclusion. Parents and carers are encouraged to contribute to discussions, reviews and decision-making regarding their child's education.

We operate an open-door approach and actively encourage families to share concerns, seek advice and celebrate successes with us.

The views, wishes and feelings of both children and families are valued and respected.

Early Help and Multi-Agency Working

We recognise that some children and families may require support from a range of agencies and professionals.

Where appropriate, the school will engage in Early Help processes and work collaboratively with families and external services to support children's educational, social, emotional, medical and safeguarding needs.

We believe that effective multi-agency working enables needs to be identified early and helps reduce barriers to learning, wellbeing and attendance.

Disability Statement

In accordance with the Equality Act 2010, Heronshaw School is committed to ensuring that disabled pupils, parents, visitors and staff are not disadvantaged when accessing the school environment, curriculum or wider opportunities.

Reasonable adjustments will be made where necessary and we will endeavour to ensure all children make the best possible progress regardless of disability or additional need.

Our Accessibility Plan outlines how the school continues to improve access to the curriculum, physical environment and information for disabled members of the school community.

Disapplication and Modification

The school may, in exceptional circumstances and where it is in the best interests of a pupil, consider modification or disapplication of aspects of the National Curriculum.

Such decisions will only be made following detailed consultation with parents, relevant professionals and, where appropriate, the governing body.

Every effort will be made to meet a pupil's needs through high-quality adaptive teaching, reasonable adjustments, targeted interventions and specialist support before modification or disapplication is considered.

Any decision to modify or disapply aspects of the curriculum will be reviewed regularly to ensure it remains appropriate and continues to support the pupil's educational progress, wellbeing and long-term outcomes.

Alternative Provision

Where pupils attend alternative provision, the school retains responsibility for monitoring the quality of education, progress, attendance, safeguarding and wellbeing of those pupils.

The school will work closely with all providers to ensure pupils receive high-quality education and support.

Positive Handling

At Heronshaw School, we believe that preventative approaches, strong relationships and de-escalation strategies are the most effective means of supporting pupils experiencing distress or crisis.

Restrictive physical intervention will only be used when necessary to prevent injury, serious damage to property or significant disruption and will always be reasonable, proportionate and in line with current legislation and local authority guidance.

All incidents will be recorded, monitored and communicated appropriately with parents and carers.

Monitoring and Evaluating Inclusion

The effectiveness of inclusion at Heronshaw School will be monitored through:

- Pupil progress and attainment.
- Attendance and persistent absence data.
- Behaviour and exclusion data.
- SEND outcomes.
- Safeguarding information.
- Pupil voice.
- Parent voice.
- Participation in wider school life.
- School leaders and governors will review this information regularly to identify strengths, address areas for development and ensure inclusion remains central to school improvement.

Governing Body

The Governing Body has a statutory responsibility to promote equality, inclusion and good outcomes for all pupils.

Governors monitor the effectiveness of the school's inclusive practices and support the school's commitment to ensuring every child can achieve their full potential.

A designated governor will maintain oversight of inclusion and SEND provision.

Staff Development

At Heronshaw School, we are committed to continuous professional development and recognise that inclusion is strengthened through ongoing learning and reflection.

Staff receive training and development opportunities to ensure they remain informed about current legislation, effective practice and emerging research relating to inclusion, SEND, wellbeing, safeguarding and adaptive teaching.

Through continual professional growth, we strive to ensure the very best outcomes for all pupils.

Policy information	
Date of policy	August 2026
Policy author(s)	Gemma Langford
Role(s) of reviewer	Deputy Headteacher
Review date	August 2027
Published on website?	
Additional notes *(if required)*	