Connected Futures Partnership

Queen's Park Primary School
Hallfield Primary School
Oxford Gardens Primary School
Essendine Primary School
Dorothy Gardner Nursery School
Mary Paterson Nursery School
Tachbrook Nursery School
Queen's Park Family Hub
Bayswater Children's Centre

Inclusion Policy

Approved by:	Connected Governing Body	**Date:** April 2026
Last reviewed on:	April 2026	
Next review due by:	April 2028	

Contents

1. Aims and Purpose Page 2
2. Vision and Values Page 2
3. Understanding Our Community and Context Page 3
4. Legal Framework Page 3
5. Universal Inclusive Provision Page 4
6. Identifying and Supporting Vulnerable Pupils Page 4
7. Special Educational Needs and Disabilities Page 5
8. Disadvantaged Pupils and Pupil Premium Page 5
9. Attendance and Engagement Page 5
10. Safeguarding and Wellbeing Page 6
11. Behaviour, Regulation and Belonging Page 6
12. Family and Community Partnership Page 7
13. Working with External Agencies Page 7
14. Staff Training and Development Page 7
15. Equality and Accessibility Page 7
16. Monitoring, Impact and Accountability Page 8
17. Roles and Responsibilities Page 8
18. Links with Other Policies Page 9

---

1. Aims and Purpose

At Connected Futures Partnership, inclusion is not an intervention or a standalone strategy. It is the foundation of all that we do and underpins every decision we make.

We are committed to creating environments in which every child, regardless of need, background or circumstance, feels safe, valued, represented and able to thrive. We believe that inclusion is about more than access; it is about belonging, participation, achievement and aspiration.

This policy sets out how we remove barriers to learning, participation and wellbeing across our nurseries, schools and family hubs. It explains how we identify need early, respond effectively and work in partnership with families and professionals to secure the best possible outcomes for all children.

Through this policy, we aim to ensure every child can access a broad, balanced and ambitious curriculum; that vulnerable groups are identified and supported quickly; that attendance, safeguarding and wellbeing are prioritised; and that inclusion remains everyone's responsibility.

2. Vision and Values

At Connected Futures Partnership, we believe in authoring every child's journey.

We recognise that children's experiences, identities and starting points are unique. We recognise that barriers to learning and participation often arise from environments, systems and expectations rather than from the child alone. Our responsibility is to identify, reduce and remove those barriers so that every child can belong, participate and thrive.

We therefore design systems, provision and environments that are flexible, responsive and ambitious enough to meet the needs of our diverse communities.

Inclusion means seeing the child before the barrier. It means celebrating diversity, difference and neurodiversity. It means creating cultures of belonging where children feel known, understood and successful.

We are committed to:

• working relationally with children and families

• intervening early to reduce barriers before they widen

• adapting our systems to meet need rather than expecting children to adapt to systems

• ensuring all children experience success, joy and aspiration

We believe inclusion spans every aspect of school life, including achievement, SEND, attendance, safeguarding, wellbeing, behaviour, accessibility and family support.

3. Understanding Our Community and Context

Leaders across Connected Futures Partnership maintain a detailed understanding of the communities they serve.

We use a wide range of qualitative and quantitative information to understand contextual strengths and challenges and to shape provision accordingly. This includes analysis of local deprivation indicators such as Income Deprivation Affecting Children Index data, attendance and punctuality trends, safeguarding patterns, SEND prevalence, social care involvement, mobility and transition vulnerabilities, and the needs of pupils who speak English as an additional language.

This intelligence enables leaders to identify emerging trends quickly, deploy resources strategically and design support that is proportionate and effective.

For example, where attendance concerns intersect with SEND or safeguarding vulnerabilities, leaders may implement multi-agency support plans or targeted family intervention. Where language acquisition or speech and language needs are particularly prevalent, leaders may adapt curriculum design and staff training priorities accordingly.

Our understanding of context informs strategic planning, resource allocation and school improvement priorities.

4. Legal Framework

This policy is underpinned by statutory guidance and legislation, including the Children and Families Act 2014, the Equality Act 2010, the SEND Code of Practice: 0–25, Keeping Children Safe in Education, Working Together to Safeguard Children and Working Together to Improve School Attendance.

It should be read alongside our SEND policies, Accessibility Plans, Attendance Policies and Safeguarding Policies.

5. Universal Inclusive Provision

At Connected Futures Partnership, inclusion begins with quality first teaching and ordinarily available inclusive provision.

Mainstream education is the default and first choice for the vast majority of children, including those with additional needs. High-quality universal provision is our primary lever for equity, belonging and improved outcomes.

We believe the first response to need should be adaptive, responsive and rooted in strong pedagogy. Every classroom and learning environment should reflect our shared expectations for communication-rich practice, ambitious teaching and emotional safety.

Across our settings, staff are expected to anticipate barriers to learning and adapt the environment, teaching and interactions accordingly. This may include the use of visual supports, sensory adaptations, scaffolded learning opportunities, adaptive questioning, carefully sequenced vocabulary instruction and predictable routines.

We adapt how children access learning without reducing ambition or expectation, ensuring all children can access a broad, balanced and aspirational curriculum

In our early years settings, this may include communication-friendly continuous provision, high-quality interactions and carefully planned environments that promote independence and language development. In our primary settings, this may include adaptive teaching, flexible grouping, explicit vocabulary instruction and carefully planned support to secure foundational knowledge.

Leaders monitor the consistency and impact of universal provision through learning walks, observations, environment audits, planning scrutiny and feedback from children and families.

6. Identifying and Supporting Vulnerable Pupils

We have robust systems for identifying vulnerability and additional need at the earliest possible stage.

Vulnerability may arise from a range of factors including SEND, disadvantage, poor attendance, safeguarding concerns, social care involvement, emotional wellbeing needs, medical needs, trauma, instability or language barriers.

Need is identified through baseline assessments, progress meetings, attendance monitoring, safeguarding systems such as CPOMS, SEND screening tools, parental concerns and professional referrals.

Once identified, children are tracked carefully and support is tailored to address barriers quickly and effectively.

Leaders regularly review the progress, attendance, wellbeing and engagement of vulnerable groups and adjust provision in response to need.

7. Special Educational Needs and Disabilities (SEND)

We are committed to the early identification of SEND and to securing the right support at the right time.

Our practice is informed by evidence-based approaches and frameworks, including the SCERTS framework, to support social communication, emotional regulation and transactional support.

All schools and nurseries within Connected Futures Partnership follow a graduated approach of Assess, Plan, Do, Review.

This ensures that support is carefully matched to need, implemented consistently and reviewed regularly for impact.

Children may receive support through ordinarily available provision, targeted intervention, specialist support or statutory support through an Education, Health and Care Plan.

Children are placed on the SEND register following careful assessment, evidence gathering, parental consultation and review of the impact of support.

Provision is tracked through provision maps, Inclusion Passports, support plans, EHCP documentation and intervention reviews.

Where schools within Connected Futures Partnership have specialist or additionally resourced provision, including Specialist Resource Provision (SRP), this forms part of the continuum of support available to meet children's needs. These provisions offer targeted specialist support for identified pupils and are integrated within our wider inclusive practice and graduated response.

8. Disadvantaged Pupils and Pupil Premium

We use Pupil Premium funding strategically to remove barriers and improve outcomes.

Leaders identify barriers to achievement for disadvantaged pupils, which may include attendance, language development, social and emotional needs, access to enrichment, parental engagement or wider contextual disadvantage.

Provision may include targeted academic support, pastoral intervention, attendance support, access to enrichment opportunities, cultural capital experiences and family support.

The impact of Pupil Premium spending is reviewed regularly through data analysis, case studies and strategic review cycles.

9. Attendance and Engagement

Attendance is viewed as a key indicator of inclusion, belonging and wellbeing.

Leaders recognise that poor attendance is often a symptom of wider barriers, such as unmet SEND needs, anxiety, family instability or safeguarding concerns.

Attendance is monitored closely for all groups, particularly disadvantaged pupils, pupils with SEND and those known to external agencies.

Where concerns emerge, leaders work proactively with families and external agencies to remove barriers and secure improvement. This may include attendance plans, home visits, Early Help intervention, phased reintegration or bespoke support.

We are committed to ensuring children attend regularly, feel that they belong and remain engaged in learning.

10. Safeguarding and Wellbeing

Safeguarding is central to inclusion.

We recognise that vulnerable children may face increased risks of abuse, neglect, exploitation or unmet emotional needs.

We maintain robust safeguarding systems, clear reporting structures and strong early help processes.

We prioritise emotional wellbeing and mental health through trauma-informed approaches, pastoral support and access to external services where required.

Our Family Hubs play an essential role in prevention, family support and early intervention.

11. Behaviour, Regulation and Belonging

We believe behaviour is communication.

Our behaviour approaches are relational, restorative and consistent.

We seek to understand the underlying causes of behaviour, support emotional regulation and teach children the social and emotional skills needed to succeed.

We maintain high expectations while ensuring systems are adaptive and fair.

We promote belonging by creating safe, predictable and nurturing environments in which children feel respected and valued.

Behaviour trends are analysed regularly and inform curriculum priorities, interventions and staff training.

12. Family and Community Partnership

Families are central to our inclusive approach.

We believe parents and carers are experts in their children and essential partners in achieving positive outcomes.

We work closely with families through consultations, reviews, workshops, coffee mornings and informal communication.

We lead Queen's Park Family Hub and Bayswater Children's Centre as part of the wider Best Start Family Hubs network, supporting place-based approaches that enable early intervention for children, young people and their families. This includes parenting programmes, 0–5 support sessions and targeted outreach services for children and young people aged 0–19 (25 with SEND). Through this work, we help ensure support is delivered in the right place, at the right time and in the right geographical location to meet wider family needs.

We also work closely with local authorities, health professionals, community organisations and the wider Best Start Family Hubs network to provide joined-up support

Our role often includes advocacy, signposting and practical support to help families navigate services and secure help early.

13. Working with External Agencies

We recognise that some children require specialist support beyond the expertise available within school.

We work closely with agencies such as Speech and Language Therapy, Occupational Therapy, Educational Psychology, Autism Advisory Services, Child Development Services, Social Care, CAMHs and Early Help.

These professionals help us assess needs, advise on provision, train staff and review impact.

Multi-agency working is integral to our inclusive practice.

14. Staff Training and Development

Inclusion relies on knowledgeable and skilled staff.

Training priorities are informed by analysis of pupil need, monitoring findings, safeguarding trends and behaviour patterns.

Professional development may include adaptive teaching, SEND strategies, trauma-informed practice, safeguarding, communication and language development, behaviour and regulation, Team Teach, coaching and mental health support.

We are committed to building staff confidence and expertise so that inclusion is consistently delivered across all settings.

15. Equality and Accessibility

We are committed to eliminating discrimination, advancing equality of opportunity and fostering good relations.

We make reasonable adjustments to ensure children with disabilities and additional needs can access learning and wider opportunities.

Each setting maintains an Accessibility Plan to improve access to the curriculum, environment and information.

16. Monitoring, Impact and Accountability

Leaders monitor the effectiveness of inclusion through a range of evidence. Monitoring also ensures consistency across the federation, reduces variability between settings and secures equitable experiences and outcomes for all children

This includes progress and attainment data, attendance and punctuality data, behaviour and safeguarding data, SEND outcomes, disadvantaged outcomes, intervention impact, case studies and feedback from children and families.

Leaders use this information to evaluate impact, identify priorities and adapt provision.

Governors receive regular reports and provide challenge and support through visits, meetings and strategic review.

This ensures inclusion remains a strategic priority and that leaders can articulate clearly:

• what the need is

• what action is being taken

• what difference it is making

17. Roles and Responsibilities

Inclusion is everyone’s responsibility.

Strategic leaders are responsible for shaping vision, allocating resources and monitoring outcomes.

SENDCos and Inclusion Leads coordinate provision, monitor impact and support staff and families.

Teachers and Key People deliver inclusive teaching, identify need early and implement support consistently.

Governors provide strategic oversight and challenge.

Families work in partnership with settings to support children's development and wellbeing.

18. Links with Other Policies

This policy should be read alongside the SEND Policy, SEND Information Reports, Safeguarding Policy, Behaviour Policy, Attendance Policy, Equality Policy, Accessibility Plans, Complaints Policy and Medical Needs Policy.

This policy reflects Connected Futures Partnership's commitment to ensuring every child is achieving, thriving and fully included.