Our Lady of Walsingham Catholic Primary School

Inclusion Policy 2026

Adopted by Governors: Autumn 2026

Date for renewal: Summer 2027



Our Lady of Walsingham Catholic Primary School is a learning community based on Gospel values. We aim to develop our pupils by encouraging their growth as spiritual and moral individuals who have the confidence to make the best choices. We encourage them to aspire to achieve and to realise their full potential. We nurture our children as they grow into responsible members of our community and to develop a lifelong love of learning.

Hand in hand with God, we love, live and learn.

Legislative Framework

This policy is written with reference to:

- Children and Families Act 2014
- SEND Code of Practice: 0-25 Years (2015)
- Equality Act 2010
- Working Together to Safeguard Children (current version)
- Keeping Children Safe in Education (current version)
- Ofsted Education Inspection Framework
- North Northamptonshire Local Offer

Inclusion Statement

At Our Lady of Walsingham Catholic Primary School, we are committed to ensuring that every pupil feels valued, respected and included. Each of us is made in the image and likeness of God. All of our children are very precious to us.

Matthew 19:14

"Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

We believe that:

- Every child is entitled to a broad, balanced and ambitious curriculum.
- All pupils can achieve and make progress when provided with appropriate support and challenge.
- Diversity strengthens our community.
- Inclusion is the responsibility of all staff.
- Early identification and effective intervention are key to successful outcomes.
- Parents and carers are essential partners in supporting children to thrive.

The school recognises and values neurodiversity and seeks to create an environment in which all pupils can succeed and feel a sense of belonging.

Aims

The aims of this policy are to:

- Promote equality of opportunity for all pupils.
- Ensure high-quality teaching for every child.

- Identify additional needs at the earliest opportunity.
- Remove barriers to learning and participation.
- Support pupils to achieve their individual potential.
- Foster positive wellbeing and mental health.
- Work in partnership with parents, carers and external agencies.
- Ensure resources are deployed effectively to improve outcomes.

Ordinarily Available Provision

The school provides a range of universal support through high-quality teaching and inclusive classroom practice.

This includes:

- Adaptive teaching approaches.
- Scaffolding and differentiated learning.
- Visual supports.
- High-quality feedback.
- Use of assistive technology where appropriate.
- Reasonable adjustments for disabled pupils.
- Well-planned classroom environments.

Our Ordinarily Available Provision is reviewed regularly to ensure it continues to meet the needs of our pupils.

Graduated Approach

The school follows the four-stage graduated approach outlined in the SEND Code of Practice:

Assess

Teachers identify concerns through:

- Assessment information.
- Progress data.
- Observations.
- Parent feedback.
- Pupil voice.
- Information from external agencies.

Plan

Appropriate support strategies and outcomes are agreed collaboratively with:

- Parents/carers
- Class teacher
- SENDCo
- Pupil (where appropriate)

Do

Support is delivered through:

- Universal provision
- Targeted intervention
- Specialist support

Review

The impact of provision is reviewed regularly and next steps agreed.

SEND Support

A pupil will be identified as requiring SEND Support where their needs require provision that is additional to or different from that normally available through high-quality teaching.

Support may include:

- Targeted intervention programmes.
- Small-group work.
- Individual support.
- Specialist resources.
- Advice from external professionals.
- Individual Learning Plans where appropriate.

Early Help Locality Funding and Education, Health and Care Plans

Where a pupil requires provision that exceeds the resources ordinarily available within school, the school may apply for:

- Early Help Locality Funding
- An Education, Health and Care Needs Assessment

The school will work closely with families and professionals during these processes.

Pupils with an Education, Health and Care Plan (EHCP) will receive support in accordance with the provision outlined within their plan and will participate in annual reviews.

Mental Health and Wellbeing

The school recognises that emotional wellbeing and mental health can have a significant impact on learning.

We seek to:

- Promote positive mental health for all pupils.
- Identify concerns early.
- Work closely with families.
- Access specialist support where appropriate.
- Ensure pupils feel safe, valued and able to seek help.

English as an Additional Language (EAL)

Having English as an Additional Language does not, in itself, constitute a Special Educational Need.

Pupils with EAL will:

- Access the full curriculum.
- Receive appropriate linguistic support.
- Have learning adapted to reduce language barriers while maintaining challenge.
- Be supported to participate fully in all aspects of school life.

The school values and celebrates linguistic and cultural diversity.

Children Looked After and Previously Looked After Children

The school recognises that looked-after and previously looked-after children may face additional barriers to learning.

The Designated Teacher will:

- Monitor progress and attainment.
- Oversee Personal Education Plans (PEPs).
- Liaise with carers, social workers and the Virtual School.

- Promote inclusion and wellbeing.

Pupils with High Attainment and Particular Strengths

The school is committed to providing appropriate challenge for pupils who demonstrate high attainment or particular strengths.

Provision may include:

- Curriculum enrichment.
- Greater depth learning opportunities.
- Leadership opportunities.
- Participation in clubs, competitions and wider experiences.

Partnership with Parents and Carers

We believe that parents and carers are experts in their children.

We will:

- Communicate openly and honestly.
- Listen to parental views.
- Involve families in planning and reviewing support.
- Provide information in accessible formats.
- Signpost families to support services and the Local Offer.

Pupil Participation

Pupils will be encouraged to:

- Express their views.
- Contribute to decision-making.
- Reflect on their learning.
- Participate in reviewing support arrangements.
- Celebrate their achievements.

Responsibilities

Governing Body

The Governing Body will:

- Monitor the effectiveness of this policy.
- Ensure statutory duties are fulfilled.
- Promote inclusive practice.

Headteacher

The Headteacher will:

- Ensure inclusion remains central to school improvement.
- Monitor outcomes for vulnerable groups.
- Ensure effective deployment of resources.

SENDCo

The SENDCo will:

- Coordinate SEND provision.
- Advise and support staff.
- Liaise with parents and external agencies.
- Monitor pupil progress.
- Coordinate EHCP reviews.
- Support staff development.

SENDCo: Luke Politano
Telephone: 01536 203805
Email: lpolitano@col.olicat.uk

Class Teachers

All teachers are teachers of pupils with SEND.

Teachers are responsible for:

- High-quality first teaching.
- Identifying emerging needs.
- Implementing agreed support.
- Monitoring progress.
- Working collaboratively with families.

Complaints

Concerns regarding SEND provision should initially be discussed with the class teacher or SENDCo.

Where concerns remain unresolved, parents may follow the school's Complaints Policy.

Parents may also seek independent advice through SENDIASS and the North Northamptonshire Local Offer.

Monitoring and Review

This policy will be reviewed annually by the Governing Body.

The effectiveness of inclusion within the school will be monitored through:

- Pupil progress information.
- Attendance data.
- Wellbeing indicators.
- Parent and pupil views.
- Quality assurance activities.
- SEND reviews and audits.