



Wildridings Primary School Inclusion Policy

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Next Review	May 2028

Rationale

Wildridings Primary School values the individuality of all children. We are committed to giving all pupils at our school every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We also offer a broad and balanced curriculum and have high expectations of all our pupils. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims

Wildridings Primary School aims to be an inclusive school. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils to ensure equality of opportunity. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- Girls and boys
- Pupils with additional learning needs or special educational needs (SEND)
- Adopted children, children who are looked after and post looked after children
- Pupils in receipt of pupils premium funding, including service premium
- Pupils from minority faiths, ethnicities, the travelling community, asylum seekers, refugees
- Pupils who need support to learn English as an additional language (EAL)
- Higher attaining pupils
- Pupils who are subject to Child Protection or Child in Need plans
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress
- Pupils with social, emotional and mental health issues (SEMH)

Planning and Learning

A curriculum is planned that meets the specific needs of individuals and groups of children. When planning, teachers set high expectations and provide opportunities for all pupils to achieve. Teachers are aware that pupils bring different experiences, interests and strengths to school which influence the way they learn. Teachers plan so that all pupils can take part in lessons fully and effectively. To ensure that they meet the full range of pupils' needs, teachers are aware of the requirements of the equal opportunities legislation that covers race, gender and disability. Teachers ensure that support staff have access to relevant planning so that they can support the children appropriately.

Teachers take specific action to respond to pupils' diverse needs by:

- Developing positive relationships with pupils
- Creating safe, engaging and effective learning environments
- Responding to the diverse needs of the children
- Securing children's motivation and concentration
- Setting appropriate learning challenges
- Providing equality of opportunity through teaching approaches
- Using appropriate assessment approaches
- Setting targets for learning
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Providing other curricular opportunities to meet the needs of individuals or groups of children

Wildridings Primary School aims to support pupils with **disabilities** by providing:

- A wheelchair accessible environment

- An environment that allows these children full access to all areas of learning
- Modification of teaching and learning approaches and materials
- Additional time for work where appropriate
- All areas of the curriculum, including practical activities, are accessible
- That planning takes account of their pace of learning and the equipment they use
- That teachers take account of the effort and concentration needed in oral work or when, for example, using vision aids
- That lessons are adapted or alternative activities are offered in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- Accessing support from a range of wider professionals who will have a greater level of expertise in the particular area of the disability
- Opportunities for them to take part in educational visits and other activities linked to their studies
- Opportunities for hearing-impaired children to learn about sound in science and music, and visually impaired children are given opportunities to learn about light in science and also to use visual resources and images both in art and design and in design and technology
- Assessment techniques that reflect their individual needs and abilities
- Staff who take account of pupils whose disabilities impact upon their behaviour and make reasonable adjustments to accommodate this

Wildridings Primary School aims to support pupils with **English as an Additional Language (EAL)** by providing:

- Access to dual language resources
- Access to word banks
- Opportunities for visual literacy techniques such as reading pictures and drama
- Opportunities for higher order thinking
- Opportunities for discussion and cooperative learning with the highest attaining pupils as role models
- Opportunities to communicate in their first/home language
- Display artefacts and materials which reflect the children's home background
- Encouragement to children to write their own dual texts, when appropriate
- Opportunities to participate in national initiatives supporting specific groups
- Planned learning opportunities in lessons which reflect ethnic minority backgrounds
- Liaison with outside agencies such as the Bracknell Forest EAL Team

Wildridings Primary School aims to support **higher attaining pupils** by providing:

- Tasks which demand higher-order thinking skills
- Access to advanced resources and materials which support the level of challenge
- Extension – not 'more of the same' but more appropriate work
- Stimulating lessons that have pace so that pupils are motivated by challenge
- Creative learning tasks which have a degree of open-endedness and uncertainty to permit pupils to impose meaning, make reasoned judgements or produce multiple solutions
- The opportunity to take risks in an organised way which sometimes leads to failure with the importance focussed on learning from it
- Learning which involves authentic tasks and opportunity for choice and personalisation.

Wildridings Primary School aims to support pupils in receipt of **Pupil Premium funding** by providing:

- Quality first teaching, targeted academic support together with a wider range of strategies in line with government guidelines

- Financial support to ensure inclusion in extra-curricular activities, including after school clubs, music lessons and residential
- Additional support groups to ensure progress
- Individual attainment progress tracking against starting points to ensure children are meeting challenging targets
- Using data to identify gaps
- Ensuring all staff are aware of the children's status and needs and have identified key development areas for all individuals

(For further more detailed information about how Pupil Premium funding is allocated, a copy of the Pupil Premium strategy can be found on the school website by clicking [here.](#))

Wildridings Primary School aims to support pupils with **Special Educational Needs (SEN)** by providing:

- Learning objectives with scaffolded success criteria
- Adapted and differentiated printed text to improve access and understanding
- Graphic organisers and writing frames
- Practical resources
- Multi-sensory learning opportunities
- Extra adult support
- Additional visual cues, including now and next boards
- Learning opportunities which reflect Learning Pathway targets
- A variety of groupings
- A range of appropriate interventions
- Specialised targets which are reflected in planning
- Differentiated homework.
- Liaison with outside agencies such as Educational Psychology Service, Support for Learning or SEMH & Inclusion Team

Wildridings Primary School aims to support pupils from the **Travelling Community** by providing:

- More learning about the particular part of the travelling culture which is represented within the school community
- Develop good relationships with families from the Travelling Community
- Liaising with outside agencies such as the Education Welfare Service
- Work packs or remote learning during periods of planned and sustained absence
- To families the importance of good attendance
- Additional support groups to close any learning gaps
- Staff with an understanding of the travelling culture

However, it is important to note that we recognise that such learning experiences described in the sections above are examples of good practice and benefit all students, not just those from the identified groups.

We achieve educational inclusion by continually reviewing what we do, by asking ourselves these questions:

- Are there differences in the achievement of different groups of children? If so, why?
- Do all our children make good progress or better from their starting points?
- What are we doing well for those children who are achieving?
- How can we change what we do to maximise progress for pupil across all pupil groups?

Learning and Teaching Styles

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons as it enables them to consider the abilities of all their children. When the attainment of a child falls significantly below the expected level - using formative and standardised assessments - teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child demonstrates a particular aptitude.

Teaching and support staff are familiar with the equal opportunities legislation covering race, gender and disability. Together with living the School Values, teachers and support staff ensure that all children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Are taught in groupings that allow them all to experience success
- Use materials that reflect a range of social and cultural backgrounds without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable them to succeed
- Participate fully regardless of disabilities or medical needs

Disapplication and Modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances.

The school makes every effort to meet the learning needs of all its children, without recourse to disapplication. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child. In exceptional circumstances we may decide that disapplication is the correct procedure to follow. We would only do this after consultation with parents and Bracknell Forest Council (BFC). The school's link governor for special educational needs may also be involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Diversity

The diversity of the society in which our children are living, is addressed through the planned schemes of work which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents, as well as homophobic, biphobic or transgender incidents are recorded using CPOMS and reported to the Governing Body by the Headteacher. Where appropriate, the school contacts parents of those pupils involved in such incidents. Further details are to be found in the schools Behaviour Policy & Equality Policy.

Summary

At Wildridings Primary School we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion.