

Grange Primary School



Inclusion Strategy September 2026

Belong

Believe

Achieve

Statement of intent

At Grange Primary School, inclusion is not an additional provision but the foundation of everything we do. We are committed to ensuring that every pupil, regardless of need, background, language, circumstance or identity, experiences a genuine sense of belonging, achieves ambitious outcomes and is empowered to contribute positively to school life.

Grange School believes that an inclusive environment is one where diversity is celebrated as a strength. Whether an individual's needs related to their Special Educational Needs (SEN), socio-economic background, home language, or culture and beliefs, our commitment remains the same which is to ensure they feel seen, heard and are empowered to overcome their barriers and succeed in their education whilst developing their social and communication skills.

Inclusion is the responsibility of all staff. Strategic oversight is provided by the Headteacher, Governing Body and SENCo. Leaders monitor the effectiveness of inclusive practice through pupil progress meetings, learning walks, stakeholder feedback and analysis of attendance, attainment and participation data.

Our Vision

We believe that inclusion for our pupils means that they not only feel part of the community but also can make a meaningful contribution to the life, culture and success of the school. We aim to create this by:

- Promoting the ethos of belonging and that every child has a value within our family
- We understand that potential is limitless and that with high-quality support and clear adaptations (where needed) every child is capable of being the best version of themselves
- Teaching the importance of being an accepting society where we celebrate differences and promote a culture of respect.

The Purpose of This Strategy

This policy provides a whole-school framework for these aims. It is underpinned by our belief in offering Quality First Teaching at the heart of what we do. Additionally, effective identification of need and carefully targeted support are core to the most effective approaches to improving outcomes for pupils with SEND.

Our approach to Inclusion is summarised by the following 6 principles:

1. Belonging

We encourage and create an inclusive environment where every child feels welcomed and part of the whole school community. We have designed an ambitious and vocabulary-rich curriculum which is relatable to children and ensure our teaching and learning is accessible to all learners whilst ensuring our environment is accessible to all.

2. Participation and Engagement

We aim to remove all barriers so that all learners are able to access learning, experience success and meet their potential. We do this through adapted quality first teaching, providing key interventions.

3. Stakeholder Voice

Regularly speaking with our key stakeholders (either in person or through questionnaires) of their opinions of the school's community and then implementing changes which will continue to improve the community the school proudly serves.

4. Support

Where any barriers to learning are identified, Grange School believes in the importance of early identification of need and prompt response using the school's cycle of support.

5. Fostering Strong Partnerships across the school's community

We continue to maintain strong partnerships with our families and, where necessary, external agencies so we can continue to work in unison in eradicating barriers to educating that children may face.

6. Regular Review

As the school implements support for our pupils, we will review the impact of this support, using the graduated approach. We will then make amendments as necessary. Our inclusive practice is underpinned by the Graduated Approach of Assess, Plan, Do, Review, ensuring support is responsive, evidence-informed and regularly evaluated.

Barriers to learning and participation

This includes the key barriers to learning and participation that we've identified in our school, which require inclusive universal approaches and targeted support.

	DETAIL OF BARRIER TO LEARNING
1	High levels of SEN needs with 30% of the school roll being on the SEN register, 11% having EHCPs all requiring high levels of support
2	Large proportion of pupils from deprived backgrounds with over 55% of the school being pupil premium and over 65% of our SEN register children being registered as pupil premium recipients
3	High levels of children attending with English as an Alternative Language (EAL) - the teaching of early English is vital to support these pupils
4	Dependence on high-level of adult and external agency support for our SEN learners

5	Children's confidence in communicating effectively (oracy) is an area of development across the school
6	Large number of complex safeguarding cases across the school requiring additional support for children and their families

Activity in this academic year

We will prioritise these activities in this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND. Most of these align with our School Improvement Plan.

DESCRIPTION OF ACTIVITY	BARRIERS TO LEARNING	ACTIVITY TIER	TOTAL BUDGETED COST
A) Continue development of Quality First Adaptive teaching	1,2,3,5,6	Universal	CPD for staff including outside agencies provision £5,000 Subscriptions to services £3,000
B) Continued promotion of an inclusive school environment including assemblies, workshops and	1,2,3,5,6	Universal	Workshops by external agencies £1,000
C) Support for children with Speech Language and Communication (SLCN) through targeted evidence-based interventions including Speech Bubbles, talk boost and others	1,2,3,5	Targeted	£4,000 per annum
D) Support for children in identifying and managing their mental health needs including workshops, Zones of Regulation and Wellbeing hut	1,2,3,5,6	Targeted	Run by Staff Well-being team
E) Involvement of key external agencies to support our learners	1,4,5	Targeted plus	Additional funding
F) CPD for staff supporting those with complex needs through the use of external providers including speech and language needs	1,2,3,4,5,6	Targeted plus	Additional funding

G) The implementation of a new Specialist Education Setting for those children with complex needs	1,4,5,6	Individual	Additional top-up funding
---	---------	------------	---------------------------

Intended outcomes

This explains the outcomes we want our inclusive approaches to achieve, and how we will measure whether they have been achieved.

INTENDED OUTCOME	MEASURABLE SUCCESS CRITERIA	TARGET DATE
To improve the quality of teaching which results in continued improvements in overall attainment for all our learners	Evidence of pupils engagement with their learning Pupil voice results reflect positive response to their attainment Continue improvement of children's attainment in all demographics Analysis of results from learning walks and observations to continue to be positive across the school	Ongoing with no set end date but to be reviewed before September 2027
Grange to provide an inclusive and accessible environment for all our learners	Pupil voice, parental voice and SEN pupil voice to indicate high levels of feeling included at school High levels of participation across the curriculum to be observed by all pupils Parents/carers and families to feel included and be part of the whole school activities including Winter and Summer Fair, Carnival, assemblies and others.	Ongoing with no set end date but to be reviewed before September 2027
In line with the school's development plan, to further develop skills in oracy so writing outcomes are above National and Southwark figures	Overall rise in children's oracy levels in line with our School Development plan	July 2026 to be reviewed as part of the school's development plan
To observe an improvement in children's overall mental health	Engagement in practices implemented including the school's well-being hut and sensory room	

	Raised awareness from children in naming and regulating their emotions Reduced number of negative behaviour incidents involving our children across the school	
To see raised confidence in teacher's knowledge on how to support children with needs	Increased confidence in supporting needs through staff questionnaires Observation of good practice of teaching for all children at school Increased attainment for all our learners at the school	Reviewed in September 2027
To see a rise in the overall attainment of all our learners after targeted interventions	Evidence suggests that interventions are having a positive impact on children's attainment and confidence Children facing barriers to their learning to have these barriers identified and targeted support Overall attainment in both internal and national testing to show an upward incline of results	Reviewed in July 2026
To see our children with more complex needs have their learning tailored to their needs and they make progress to meet their overall attainment	Successful implementation of a specialist education setting for children with complex needs High parental engagement where children Children within the Specialist Education Setting to have reduced number of anxieties and improvement in their overall attainment Children to feel included and still part of the whole school community	Ongoing but reviewed in July 2026

Review of the previous academic year

Non applicable until September 2027.

Links to other policies

Non applicable until September 2027.

SEN Policy

School Accessibility Plan

Managing Medical Conditions

Allergy Policy

School Improvement Plan