

CATCOTT PRIMARY



INCLUSION POLICY

‘...where learning takes you to greater heights...’

Approved by: Hannah Lintern

Date: March 2026

Last reviewed on: March 2026

Next review due by: March 2027

Inclusion Policy

Vision and Ethos

At our school, we are committed to ensuring that every child is fully included in all aspects of school life. We recognise that all pupils have the right to a broad, balanced and relevant education. We strive to remove barriers to learning and participation so that all children can achieve their full potential.

We follow the principles outlined in the Children and Families Act and the SEND Code of Practice, and implement the guidance set out in the Somerset Graduated Response Tool.

How We Support Children – Our Graduated Response

At Catcott Primary School, we support every child to succeed through a step-by-step approach called the **Graduated Response**. This helps us identify when a child may need extra support and ensures we work closely with families throughout the process.

Below is a simple guide to how this works.

1. High Quality Teaching for All Children

All pupils receive **high-quality classroom teaching** with supportive strategies built into lessons. This is often called **Quality First Teaching** and includes a range of approaches that help all children learn successfully.

2. A Concern Is Noticed

Sometimes a child may experience a **barrier to learning**. This might be noticed through:

- Teacher assessments or progress checks
- Classroom observations
- Conversations with parents
- Listening to the child's own views (pupil voice)

If a concern is identified, the teacher will begin looking more closely at how to support the child.

3. Assess – Understanding the Child's Needs

The teacher will:

- Look at the child's **strengths and what they do well**
- Identify **specific barriers to learning**

- Review what support is already in place
- Gather the child's views about their learning

4. Plan – Deciding What Support Will Help

The school will:

- Agree **clear goals** for the child
- Put **reasonable adjustments** in place (for example, trying different learning strategies or resources)
- Record the strategies being used
- **Share the plan with families**, either through Dojo or a conversation

5. Do – Putting Support in Place

The teacher will:

- Use the agreed strategies in the classroom
- Monitor the child's progress
- Provide **short-term targeted support** if needed

6. Review – Checking Progress

After a period of time, the teacher will review how things are going.

If progress has been made:

- The child continues with normal classroom support and helpful adjustments
- Progress continues to be monitored
- Families are updated

If progress is limited or several adjustments are needed:

- Additional support may be put in place.

7. Pupil Passport

At this stage, the school may create a **Pupil Passport**. This is a short document that helps staff understand how best to support the child.

It includes:

- The child's **strengths**
- **Barriers to learning**

- **Strategies that help**
- The **child's views**
- **Parent input**

The Pupil Passport will be shared with families through **Dojo**, and parents can add comments.

8. Additional Targeted Support

If a child needs **regular interventions** alongside classroom adjustments, the school may create an **Individual Support Plan (ISP)**.

This plan includes:

- Clear **learning targets**
- The **staff member** supporting the child
- How often support will take place
- A **review date** (usually once a term)

9. Review and Next Steps

Support plans are reviewed **each term** to check how well the support is working.

During the review, the school will:

- Evaluate the progress made
- Adjust support if needed
- Consider whether advice from **external specialists** may be helpful

Working Together

Supporting children works best when **school and families work together**. Parents will be kept informed through meetings or **Dojo updates**, and your views are an important part of the process.

If you ever have concerns about your child's learning or wellbeing, please speak with your child's **class teacher** or contact the school.

Reasonable Adjustments

Reasonable adjustments are implemented in line with the Equality Act and guidance within the Somerset Graduated Response Tool.

Adjustments may include (but are not limited to):

	1. Barriers to Learning:	2. Strategies to Support:
1. Cognition and Learning	<ul style="list-style-type: none">• Difficulties with reading, writing, spelling or numeracy• Slow processing speed• Poor working memory• Difficulty understanding and retaining new concepts• Limited problem-solving or independent learning skills	<ul style="list-style-type: none">• Differentiated curriculum and scaffolded tasks• Use of visual aids, concrete resources and modelling• Pre-teaching and overlearning of key concepts• Chunking instructions and checking for understanding• Access to small group or targeted interventions• Use of assistive technology where appropriate• Precision teach

<p>2. Communication and Interaction</p>	<ul style="list-style-type: none"> • Speech and language difficulties • Limited vocabulary or understanding of language • Difficulty following instructions • Social communication difficulties (including ASD traits) • Challenges with peer interaction 	<ul style="list-style-type: none"> • Use of visual timetables and now/next boards • Simplified and clear language • Structured routines and predictable classroom environment • Opportunities for structured social skills groups • Targeted speech and language programmes • Adult facilitation of peer interactions
<p>3. Social, Emotional and Mental Health (SEMH)</p>	<ul style="list-style-type: none"> • Anxiety or low mood • Emotional dysregulation • Low self-esteem • Attachment difficulties • Behaviour that challenges • Attendance 	<ul style="list-style-type: none"> • Consistent and predictable routines • Emotion coaching and restorative approaches • Access to a safe space or trusted adult • Personalised behaviour support plans • Opportunities for movement or sensory breaks/sensory circuits • ELSA • Daily check ins • Support from pastoral or mental health services
<p>4. Sensory and/or Physical Needs</p>	<ul style="list-style-type: none"> • Hearing or visual impairment • Fine or gross motor difficulties • Sensory processing difficulties • Medical needs impacting attendance or engagement • Physical access limitations 	<ul style="list-style-type: none"> • Appropriate seating and positioning • Adapted resources (e.g., enlarged print, coloured overlays) • Access to specialist equipment • Movement breaks and sensory regulation strategies/ sensory circuits • Fiddle aids • Collaboration with external professionals (e.g., OT, physiotherapy) • Accessibility adjustments within the environment

Monitoring and Review of Policy

This policy will be reviewed annually to ensure it reflects current legislation, local authority guidance, and best practice as outlined in the Somerset Graduated Response Tool.