

Thomas Telford Multi Academy Trust



Inclusion Policy

Redhill Primary Academy

and

Thomas Telford Primary Free School



Signed

A handwritten signature in black ink, appearing to read 'Dara Carroll'.

Mr Dara Carroll

Interim Chair of Governors

May 2026

Inclusion Policy 2026

Thomas Telford Primary Free School & Redhill Primary Academy

Compliance with statutory guidance

This Inclusion Policy has been developed for our schools in line with statutory guidance and national expectations for inclusive education. It reflects the requirements of the SEND Code of Practice (2015), the Equality Act (2010), Keeping Children Safe in Education, and the Ofsted Education Inspection Framework (2025), with emphasis on ensuring a high standard for inclusion, quality of education and personal development.

In our Multi-Academy Trust, inclusion is not viewed as a discrete area of practice but as a fundamental principle that underpins all aspects of school life. This policy sets out how leaders ensure that pupils identified as vulnerable in Redhill Primary Academy and Thomas Telford Primary Free School receive equitable access to a high-quality education, alongside strong support for their personal development, wellbeing additional needs and safeguarding. Please see our Child Protection Policy for further information regarding safeguarding procedures.

Definition of vulnerability

Across both schools, vulnerability is defined broadly in line with Ofsted guidance and includes (but is not limited to):

- Pupils eligible for Pupil Premium
- Pupils with SEND
- Looked After Children (LAC) and previously LAC
- Pupils with Social, Emotional and Mental Health (SEMH) needs
- Pupils with poor attendance
- Pupils identified as Young Carers
- Pupils experiencing safeguarding concerns, trauma, or adverse childhood experiences
- Pupils with EAL
- Pupils with medical needs or family hardship
- Pupils with a social worker

Leaders recognise that vulnerability is not static. Pupils in our schools may move in and out of vulnerability over time depending on changing circumstances. As a result, our

schools have established robust systems for early identification, including the use of tracking systems, pastoral records, CPOMS logs, and monitoring lists. This ensures that any emerging need is identified swiftly and responded to with appropriate provision.

School aims

At Thomas Telford Primary Free School and Redhill Primary Academy, the core aim is to ensure that every pupil, regardless of background or additional need, is able to thrive academically, socially and emotionally. Inclusion is embedded within the ethos of the schools and is evident in the ambition held for all pupils.

The schools aim to remove barriers to learning and participation by ensuring that teaching is adapted effectively, support is responsive to individual need, and pupils are given access to a broad and rich curriculum. There is a strong emphasis on promoting attendance, positive behaviour, and emotional wellbeing, recognising that these factors are essential for successful learning. The schools are committed to ensuring that inclusive provision is not only in place but has measurable impact on pupil outcomes over time.

Our school is committed to ensuring that every child feels a strong sense of belonging and inclusion within all aspects of school life. We actively promote equal access to the wider curriculum by ensuring that all pupils can participate in trips, visits and enrichment opportunities, with financial support or subsidies provided where needed to remove barriers. Pupil voice is central to our inclusive ethos; children are encouraged to contribute through school councils, focus groups, and leadership opportunities, ensuring their opinions are valued and acted upon. We provide a wide range of opportunities for participation in competitions, clubs, and sports teams, encouraging all pupils to represent the school and develop confidence, teamwork, and pride. Through these approaches, we foster a culture where diversity is celebrated, every child is included, and all pupils are supported to thrive both socially and academically.

Objectives

In order to achieve these aims, the schools have a clear set of objectives that guide practice. Leaders ensure that vulnerable pupils are identified at the earliest possible stage through robust assessment and monitoring systems. There is a strong focus on delivering consistently high-quality adaptive teaching, supported by well-trained staff and ongoing professional development.

Targeted interventions and personalised provision are implemented where necessary, with careful consideration given to the specific barriers each pupil faces. Attendance and engagement are prioritised, with systems in place to intervene early where concerns arise. The schools also place significant emphasis on supporting pupils'

social, emotional and mental health, recognising the impact this has on learning and development. Please see further information on our Early Help offer within our Child Protection Policy.

Effective partnerships with families and external agencies are central to this work. Leaders ensure that provision is continuously monitored and evaluated through data analysis, pupil voice and structured review processes, enabling rapid response and continuous improvement.

Identifying vulnerable pupils

Identification of vulnerable pupils is an ongoing process. It is informed by a combination of academic assessment, class teacher/pastoral observations, attendance monitoring and safeguarding information. Pupil progress meetings play a critical role in this process, allowing teachers and leaders to review attainment and progress data and identify pupils who may require additional support.

Staff are trained by leaders, including the Special Educational Needs and Disabilities Coordinator (SENDCo) to recognise early signs of need and are encouraged to raise concerns promptly. Parental input is also valued and contributes to the identification process. Importantly, pupils do not need to have a formal diagnosis of SEND to be considered vulnerable. The schools recognise that a wide range of contextual factors can impact on a pupil's ability to access learning, and provision is adapted accordingly.

Graduated approach to inclusion

Both schools implement a graduated approach to inclusion, ensuring that provision is matched to need and adjusted over time. This approach is aligned with the SEND Code of Practice and ensures that support is carefully sequenced and responsive.

At the universal level, all pupils receive high-quality teaching that is adapted to meet a range of needs. Teachers use assessment effectively to inform planning and employ a range of strategies to ensure accessibility, including modelling, scaffolding, and the use of visual and concrete resources.

Where pupils require additional support, targeted provision is implemented. This may include small group interventions designed to address gaps in learning, structured programmes to support speech and language development or learning needs (TalkBoost, ELKLAN, Literacy Pathway, Power of 1, Plus 2, SNIP etc.), and pastoral interventions (ELSA) to improve engagement and attendance.

For pupils with the most significant needs, specialist provision is put in place. This may involve individualised programmes, therapeutic support, and the involvement of external agencies. Where appropriate, pupils may be supported through additional higher needs funding (ISF) or an Education, Health and Care Plan. Throughout all

stages, progress is reviewed regularly and provision is adapted to ensure maximum impact. This is recorded in Individual Learning Plans (ILPs). Please see our Special Educational Needs and/or Disabilities Policy for further information on SEND support.

Provision and adaptations

Provision for vulnerable pupils is extensive and carefully designed to address a wide range of needs. Academically, pupils benefit from targeted small group teaching, structured interventions and, where appropriate, one-to-one support. Teaching assistants are deployed strategically to complement the work of the teacher and to ensure that support leads to increased independence and progress.

In addition to academic support, we have a strong focus on social, emotional and mental health provision. Pastoral mentors work closely with pupils who require additional emotional support, delivering targeted interventions and providing a consistent adult relationship. Dedicated spaces within the school, such as our Pembrokeshire Sunshine Room (pastoral room), offer pupils a safe environment where they can regulate and reflect.

Attendance is monitored closely, with early intervention for pupils whose attendance begins to decline. Key staff are involved in daily attendance reviews and vulnerable pupils are highlighted. Support may include breakfast club provision, safe and well checks, phone calls with parents, family engagement and collaboration with external services. Meetings are held with key staff when attendance becomes a concern, working together with families to find solutions to any barriers to school attendance. The schools recognise that strong attendance is fundamental to successful outcomes and take a proactive approach to improvement.

Enrichment is considered a key component of inclusion. Vulnerable pupils are actively supported to access trips, residential and extracurricular activities (such as music lessons) through financial support and targeted encouragement. These experiences are designed to enhance cultural capital, build confidence and support wider development.

Families are also supported through strong relationships with school staff, access to early help services and financial assistance where required. This holistic approach ensures that barriers both within and beyond the classroom are addressed effectively.

Interventions

Interventions form an important part of the schools' inclusive offer and are carefully selected based on evidence of effectiveness. They are typically delivered over a defined period and are supported by clear entry and exit assessments to measure impact. Interventions offer support across all areas of need, including reading, writing, maths, speech and language, fine/gross motor skills, social development and mental health

and wellbeing. More information can be found here: [SEND Documents - Redhill Primary Academy](#)

Staff delivering interventions are trained appropriately through a cycle of CPD, coaching and collaboration with staff across the schools. These are delivered by both class teachers and teaching assistants, and teams work closely to ensure that learning is connected and reinforced within the classroom.

Regular review ensures that interventions remain purposeful. Where progress is strong, pupils return to universal provision; where progress is limited, provision is adjusted or intensified, or further support from external agencies is sought.

Our intervention timetable works alongside the effective use of our Pupil Premium strategy, with interventions delivered based on evidence based research and programs. This helps us ensure that our most vulnerable pupils are making accelerated progress from their starting points.

External agencies used by the schools to offer further, targeted advice include:

- Health Visitor
- School Nurse
- Speech therapist
- Occupational therapist
- Learning Support Advisory Teacher (LSAT)
- Educational Psychologist (EP)
- Sensory Inclusion Services (SIS)
- Behaviour Support Advisory Team (BSAT)
- Outreach Support from The Bridge or Haughton School

Working in collaboration with other agencies

It is important at our schools to have an emphasis on multi-agency collaboration to meet the needs of all pupils, particularly those who are vulnerable or have additional needs.

Schools may work with a range of external agencies mentioned above, also including wider social care teams, Early Help services, and local authority inclusion teams. This collaboration ensures that pupils receive holistic, joined-up support, addressing both academic progress and wider wellbeing needs.

This helps us to ensure barriers to learning are identified early and provision is adapted accordingly. Multi-agency working supports this by contributing to high-quality assessment, targeted interventions, and personalised support plans, including EHCPs where appropriate. It also strengthens safeguarding practice, as effective information-sharing helps staff respond promptly to concerns about a child's welfare.

Furthermore, leadership plays a key role in embedding this practice. School leaders ensure that staff are trained to work effectively with external professionals and that communication with families is clear and supportive.

Working with parents and carers

Strong relationships with parents and carers are central to effective inclusion. Communication is regular, open and supportive, ensuring that families are kept fully informed about their child's progress and any additional provision in place.

Parents are actively involved in the assess–plan–do–review process, with their child's support and provision shared with them termly. The schools also provide guidance and support to families where needed, particularly in relation to attendance, behaviour and wellbeing. The SENDCo meets regularly with parents to offer support, guidance signposting and to complete referrals to external agencies. This collaborative approach ensures consistency between home and school and supports improved outcomes for pupils.

Staff roles and responsibilities

Inclusion is the responsibility of all staff. The Headteacher provides strategic leadership, ensuring that inclusion remains a priority and that systems are effective. The SENDCo coordinates provision, supports staff and monitors impact across the school. The Pastoral Lead is ELSA trained and delivers bespoke support to individuals and groups of pupils. She also supports and guides class teachers and teaching assistance to support daily in the classroom.

Teachers are responsible for the progress of all pupils in their class and are expected to deliver adaptive, high-quality teaching. Teaching assistants play a key role in supporting learning and delivering interventions, working under the direction of the class teacher. Pastoral staff provide additional support for pupils with social, emotional and mental health needs.

All staff are held accountable for the outcomes of vulnerable pupils and are supported through ongoing professional development.

Staff across the school have engaged in ongoing CPD focused on attachment and trauma-informed practice, ensuring a consistent, whole-school approach to supporting pupils' emotional and developmental needs. Through this training, staff have deepened their understanding of how adverse experiences can impact behaviour, learning, and relationships, and have developed strategies to respond with empathy, regulation, and consistency. The school's achievement of Gold status within the Attachment Research Community (ARC) reflects a strong commitment to embedding these principles into

daily practice, including the use of nurturing relationships, predictable routines, and emotionally available adults. This approach has strengthened staff confidence in responding to behaviour as communication, enabling more effective support for vulnerable pupils and promoting a safe, inclusive environment in which all children can thrive academically and emotionally.

Key staff are sent on bespoke training such as Pride Restrictive Restraint, communication and language specific courses and specialist Outreach support.

Monitoring and evaluation

The effectiveness of inclusion is monitored through a range of processes. Leaders analyse attainment and progress data to identify trends and evaluate impact. Attendance and behaviour data are also reviewed regularly to identify areas for intervention.

Qualitative measures, including pupil voice, parent feedback and staff observations, provide additional insight into the effectiveness of provision. Learning walks, book scrutinies and provision reviews ensure that inclusive practice is embedded consistently across the schools.

This rigorous approach ensures that provision is not only in place but demonstrably improving outcomes.

Transition

Transition is carefully planned to ensure continuity of support for vulnerable pupils. Information is shared effectively between settings, and additional visits or transition sessions are arranged where needed. For some pupils, individualised transition plans are developed to support their specific needs.

Supporting pupils with medical conditions

The schools are committed to supporting pupils with medical conditions so that they can fully access all aspects of school life. Individual healthcare plans are developed where required, and staff receive appropriate training to meet pupils' needs. All reasonable adjustments are made to ensure inclusion in lessons, trips and physical activity.

Accessibility and inclusive environment

Both schools provide an accessible and inclusive learning environment. Classrooms are designed to support a range of learning needs, and teaching approaches are adapted to ensure accessibility for all pupils. Extracurricular activities are open to all, with adjustments made where necessary to ensure full participation.

Dealing with complaints

Concerns relating to inclusion are taken seriously and addressed promptly. Parents are encouraged to raise concerns initially with the class teacher, followed by the SENDCo or Headteacher if required. Where necessary, concerns can be escalated to the governing body in line with the schools' complaints procedures.

Reviewing the policy

This policy is reviewed annually to ensure that it reflects current legislation, national expectations and school priorities. Updates are informed by evaluation of practice and outcomes.

Summary

Inclusion is central to the ethos and daily practice of both schools. Through strong leadership, high-quality teaching, targeted support and effective monitoring, vulnerable pupils are enabled to succeed academically and personally. The schools are committed to ensuring that all pupils, regardless of need or background, are supported to achieve their full potential in line with the expectations of the Ofsted 2025 Strong Standard.