Our Approach to Inclusion

2026 to 2027

Every child known, valued, included and enabled to flourish

Our Catholic mission calls us to recognise the dignity and unique gifts of every child. Inclusion is therefore not an additional programme: it is evident in the way we lead, teach, safeguard, listen and build our community.

Our inclusive vision

At St Michael & St Martin Catholic Primary School, inclusion means ensuring that every pupil can participate, learn, belong and succeed. We aim to remove barriers without lowering expectations and to help every child grow in confidence, independence and faith.

Our approach is rooted in the Gospel and in the belief that every person is created and loved by God. It reflects our mission: Learning our faith, living our faith, loving our faith. We seek equity, not simply equality: children receive the teaching, adaptations and support they need to access the same ambitious education and rich school life as their peers.

Inclusion is everyone's responsibility

Class teachers retain responsibility for the progress and development of every pupil in their class. The SENCo, senior leaders, support staff, subject leaders, governors, families and external professionals contribute their expertise, but inclusion succeeds only when responsibility is shared and practice is consistent.

Our school context

Our community is linguistically, culturally and academically diverse. In 2025 to 2026, 53 per cent of pupils spoke English as an additional language and 23 per cent received SEN Support. This strengthens our resolve to design teaching, communication and participation so that difference is anticipated and welcomed.

Our seven lenses

1. Ambitious leadership and governance
2. Early identification and evidence informed support
3. High quality teaching and an ambitious curriculum for all
4. Access to enrichment and the wider life of the school
5. A safe and respectful culture of belonging and attendance
6. Strong partnership with pupils, families and wider services
7. Accessible environments and continuous improvement

These lenses support reflection and improvement. They should be read alongside the SEND Information Report, SEND Policy, Accessibility Plan, Behaviour Policy, Attendance Policy, Safeguarding and Child Protection Policy, Equality information and objectives, and the School Development Plan.

The seven lenses at a glance

The seven lenses work together. Each contributes to the central purpose of enabling every child to participate, learn, belong and succeed.



The diagram provides a summary of our framework. The following pages explain what each lens means in practice and how we evaluate its impact.

LENS 1

Ambitious leadership and governance

Inclusion is visible in strategic decisions about curriculum, staffing, professional learning, safeguarding, attendance and resources. Leaders and governors test not only whether provision exists, but whether it improves pupils' access, participation, independence and outcomes.

What this means in our school

- leaders understand the needs and barriers within the current cohort and use this knowledge in school improvement planning
- SEND and inclusion are considered within pupil progress, curriculum, attendance, behaviour and safeguarding discussions
- subject leaders evaluate how pupils with SEND and other vulnerable pupils access and achieve within their subjects
- staffing and funding decisions are linked to identified need and reviewed for impact
- governors receive clear information, visit the school and provide constructive challenge and support
- professional development is responsive to the needs of pupils and staff

How we know it is making a difference

- school development priorities identify intended outcomes for pupils facing barriers
- monitoring shows increasing consistency in inclusive classroom practice
- governor minutes record challenge about participation, progress, attendance and independence
- leaders can explain how resources have improved provision and outcomes
- pupil and family voice influences decisions

LENS 2

Early identification and evidence informed support

Support begins when a need emerges. Pupils do not have to wait for a diagnosis or statutory assessment before teachers respond to an identified barrier. Decisions draw on assessment, observation, the pupil's voice, family knowledge and professional advice.

What this means in our school

- teachers notice and record concerns across different lessons, times and contexts
- leaders consider prior teaching, language development, attendance, wellbeing and curriculum access before drawing conclusions
- parents and carers are involved early and know how concerns will be explored
- the assess plan do review cycle is used to clarify need, agree provision and evaluate impact
- targeted interventions have a clear purpose, baseline, planned duration and review point
- specialist advice is translated into everyday classroom practice
- support develops independence and is adapted or stopped when it is not effective

How we know it is making a difference

- needs are identified accurately and acted on promptly
- records show a graduated response and meaningful pupil and parent participation
- intervention measures show whether learning transfers back into the classroom
- pupils rely less on adult prompting over time where this is an appropriate goal
- referrals and requests for advice include clear evidence of strengths, needs, provision and impact

The graduated response



LENS 3

High quality teaching and an ambitious curriculum for all

Inclusive teaching is the responsibility of every teacher. Planning starts with the intended learning and anticipates common barriers. Adaptations help pupils reach ambitious goals; they do not replace a rich curriculum with a narrower experience.

What this means in our school

- teachers know pupils' strengths, needs and agreed strategies
- lessons use clear explanations, modelling, guided practice, purposeful scaffolding and checks for understanding
- key vocabulary and language structures are taught explicitly
- resources, grouping, task design and means of recording are adapted when this improves access
- support staff complement the teacher's instruction and promote participation and independence
- assessment identifies misconceptions and informs responsive teaching
- reading and phonics support is carefully matched to pupils' starting points
- subject leaders identify subject specific barriers and support colleagues to reduce them

How we know it is making a difference

- pupils with SEND engage with the same ambitious curriculum and can explain what they are learning
- work and assessment show progress from individual starting points
- adaptations are precise and do not create unnecessary dependence
- pupils apply knowledge and skills beyond an intervention or heavily supported task
- learning walks, work scrutiny and professional dialogue show improving consistency

LENS 4

Access to enrichment and the wider life of the school

Inclusion extends beyond lessons. All pupils should have meaningful access to prayer and liturgy, trips, clubs, performances, sport, music, playtimes, responsibilities and leadership. Barriers are anticipated and adjustments are planned in advance.

What this means in our school

- participation in clubs, trips, sport, music and leadership is reviewed across pupil groups
- reasonable adjustments and individual planning enable pupils to take part safely
- financial, communication, sensory, physical and social barriers are considered
- support during less structured times is planned and reviewed
- transitions into school, between year groups and to secondary school are carefully prepared
- pupils' interests and views help shape opportunities and support

How we know it is making a difference

- participation gaps reduce and pupils can identify activities in which they belong and contribute
- risk assessment supports participation rather than becoming a barrier to it
- pupils with SEND hold responsibilities and have visible leadership opportunities
- transition information leads to consistent support from the start
- pupil voice indicates that wider opportunities are welcoming and accessible

LENS 5

A safe and respectful culture of belonging and attendance

Pupils are more able to learn and attend when they feel safe, understood and valued. Clear routines and high expectations apply to all, while responses take account of communication, regulation, disability, trauma and other relevant needs.

What this means in our school

- routines and expectations are explicitly taught and consistently applied
- staff seek to understand what behaviour may communicate while maintaining safety and accountability
- reasonable adjustments and personalised regulation strategies are used where appropriate
- safeguarding, attendance, SEND, pastoral and behaviour information are considered together
- attendance patterns are analysed for pupils facing additional barriers and families receive timely support
- pupils know trusted adults and safe ways to express concerns
- bullying, discriminatory language and exclusion from peer groups are addressed promptly

How we know it is making a difference

- pupils report feeling safe, known and listened to
- attendance support plans identify barriers, actions and review points
- patterns in behaviour and attendance data prompt early action
- suspensions, part time timetables and exclusions are rare, lawful, closely monitored and reviewed
- pupils return to learning and relationships are repaired after difficulties

LENS 6

Strong partnership with pupils families and wider services

Families, pupils and professionals contribute different expertise. Communication should build trust from the earliest concern, and decisions should be made with pupils and families rather than simply communicated to them.

What this means in our school

- families know the class teacher and SENCo are key points of contact and understand the school's graduated approach
- communication is respectful, accessible and free from unnecessary labelling
- pupils contribute to plans and reviews in ways suited to their age and communication needs
- parents and carers share their knowledge of the child, priorities and what works at home
- meetings end with clear actions, responsibilities, timescales and review arrangements
- external advice is coordinated and converted into practical strategies
- families are signposted to Hounslow's Local Offer and relevant support services

How we know it is making a difference

- pupil passports and plans reflect the child's voice and family knowledge
- families can explain the support in place and how its impact will be reviewed
- agreed strategies are used consistently between adults and settings where appropriate
- professional advice changes pupils' day to day experience
- feedback and complaints are used to identify themes and improve practice

LENS 7

Accessible environments and continuous improvement

Accessibility is designed, reviewed and improved across classrooms, shared spaces, information and the wider school day. The aim is to reduce physical, sensory, communication and organisational barriers while increasing independence.

What this means in our school

- classrooms are orderly, predictable and designed to support attention and participation
- visual, language and communication supports are used consistently where they help
- seating, lighting, noise, movement and sensory needs are considered
- pupils can access toilets, dining, play, worship, clubs and enrichment
- assistive technology and alternative methods of recording are used purposefully
- individual access and risk plans are developed where needed
- the Accessibility Plan leads to specific, monitored improvements

How we know it is making a difference

- pupils move around school and access learning with increasing confidence and independence
- environmental audits and pupil feedback identify barriers and lead to action
- adaptations are consistently available, understood and used
- information is offered in accessible formats where required
- accessibility actions are completed, evaluated and updated

How we evaluate and improve inclusion

Our evaluation brings together different perspectives and sources of evidence. We consider consistency and impact, not simply the existence of a policy, intervention or resource.

Evidence considered

Quantitative evidence	Qualitative evidence
attainment, progress and phonics information	pupil, parent and staff voice
attendance and persistent absence	learning walks and lesson visits
behaviour, suspensions and reduced timetables	work scrutiny and curriculum reviews
participation in clubs, trips and leadership	provision and intervention reviews
intervention entry and exit measures	professional discussion and external advice

Review cycle



Questions that keep us focused

- Who is participating, learning and thriving, and who is not yet doing so?
- What barrier are we trying to reduce?
- What has changed for pupils as a result of our action?
- Does support strengthen independence as well as immediate access?
- Are our expectations equally ambitious for pupils facing additional barriers?
- What do pupils and families tell us about their lived experience?

Accountability and next steps

Roles

Who	Core responsibility
Headteacher and senior leaders	Set expectations, align inclusion with school improvement and assure quality and impact.
SENCo	Coordinate the graduated approach, advise staff, work with families and professionals, and monitor provision.
Class teachers	Plan and teach every pupil, assess progress, make adaptations and communicate with families.
Subject leaders	Protect curriculum ambition, identify subject barriers and support inclusive pedagogy.
Support staff	Use agreed strategies, support access and build pupils' independence.
Governors	Provide oversight, challenge and assurance about statutory duties, resources and pupil outcomes.
Pupils and families	Share expertise, contribute to decisions and help evaluate whether support is working.

Annual inclusion priorities

The school's detailed inclusion priorities sit within the School Development Plan rather than in a separate improvement plan. Each priority should identify the evidence and barrier, the universal or targeted response, a named lead, resources, review points, intended outcomes and measures of impact.

Publication and review

This document is intended as an accessible statement of the school's approach. It will be reviewed annually alongside the SEND Information Report, Accessibility Plan and relevant school improvement evidence. Changes in legislation, statutory guidance or the needs of the cohort may prompt an earlier review.

Document owner Headteacher and SENCo
Academic year 2026 to 2027
Review Annual