

Thomas Telford School



Inclusion Strategy

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Approved by: Ian Rawlings
Date: April 2026
Review Date: April 2027

Thomas Telford School - Inclusion Strategy and Policy

Strategic Lead: SENDCO / Inclusion Lead

Governing Body Link: Inclusion / Safeguarding Governor

Last Review: April 2026

Next Review: April 2027

1. Policy Statement and Vision

Our school is committed to high-quality, inclusive education in which every student is supported to achieve, belong and thrive, regardless of background, need or circumstance. Inclusion is central to our ethos, leadership, curriculum and daily practice and is not an add-on or separate provision.

We believe inclusion means:

- Removing barriers to learning and wellbeing
- Holding high expectations for all students
- Ensuring equitable access to curriculum, enrichment and opportunity
- Listening to and involving students and families

2. Purpose and Aims

This policy aims to ensure that:

- All students, including those with SEND, disadvantage, protected characteristics or social care involvement, receive appropriate, timely and effective support. This also includes our most vulnerable students who may need short term, intensive support.
- Barriers to learning, attendance and wellbeing are identified early and addressed systematically.
- Inclusion is embedded in leadership decision-making, curriculum design, teaching practice and behaviour systems.
- Staff are confident and skilled in inclusive practice.
- Outcomes for vulnerable groups are continually improving.

3. Scope of Inclusion

This policy applies to all students, particularly those who:

- Have Special Educational Needs and/or Disabilities (SEND)
- Are economically disadvantaged (including Student Premium)
- Are known or previously known to children's social care.
- Share a protected characteristic under the Equality Act 2010

- Face other barriers such as attendance, mental health needs, English as an additional language, or young carer responsibilities and vulnerable students who experience sudden illnesses or injury.

4. Legislative and Inspection Framework

This policy is underpinned by:

- Education Inspection Framework (EIF) – November 2025
- Equality Act 2010 and Public Sector Equality Duty
- Children and Families Act 2014
- SEND Code of Practice 0–25 (2015)
- Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education (latest edition)

5. Leadership and Governance

Senior Leaders and Governors ensure that:

- Inclusion is a strategic priority with clear accountability. The SENDCO/Inclusion Lead has sufficient status, time and authority to influence whole-school practice.
- Resources (including Student Premium and High Needs funding) are used strategically and evaluated for impact.
- Policies on behaviour, curriculum, attendance and safeguarding align with inclusive values.

6. Identifying Need and Removing Barriers

The school follows a graduated and evidence-informed approach:

Early identification through:

- Assessment data
- Teacher observation
- Student and parent voice
- Attendance and behaviour patterns
- Needs are reviewed regularly and adjustments made promptly.
- External specialists are engaged where appropriate.

7. Inclusive Curriculum and Teaching

We ensure that:

- The curriculum is ambitious, coherent and accessible for all students.
- Teachers routinely use adaptive teaching strategies, rather than relying solely on withdrawal or support staff.
- Reasonable adjustments are made to ensure students with SEND or disadvantage can fully access learning.
- Enrichment, trips and leadership opportunities are equitable and inclusive.

8. Behaviour, Attendance and Belonging

Our behaviour and attendance systems are:

- Fair, consistent and proportionate
- Designed to support rather than exclude
- Closely monitored for disproportionality

We actively work to avoid:

- Off-rolling
- Unnecessary exclusions
- Practices that disadvantage vulnerable students

9. Working with Students, Parents and Professionals

We are committed to strong partnership working:

- Students are involved in decisions about their support wherever possible.
- Parents and carers are communicated with openly and regularly.
- We work effectively with external agencies, health and social care.

10. Monitoring, Evaluation and Impact

The effectiveness of this policy is reviewed through:

- Progress and attainment data for vulnerable groups
- Attendance and behaviour analysis
- Student, parent and staff feedback
- SEN reviews and provision mapping
- Governor monitoring and challenge

11. Staff Training and Development

All staff receive:

- Regular training on inclusive practice and SEND

- Guidance on reasonable adjustments and adaptive teaching
- Support to build confidence in meeting diverse needs

12. Review and Publication

This policy is:

- Reviewed annually
- Published on the school website
- Read alongside the SEND Information Report

ACTION PLAN

The Inclusion Action Plan sets out key priorities to strengthen inclusive practice and demonstrates how leaders evaluate impact. Senior leaders and governors termly review progress against this plan.

Priority 1: Improve early identification of SEND and emerging needs.

Actions: Strengthen transition information, baseline assessments, and staff referral pathways- provide staff with key data for all students.

Lead: SENDCO/Inclusion lead

Success Measures: Reduced referral delays; positive case-sampling evidence.

Timescale: Autumn–Spring

Priority 2: Increase quality of adaptive teaching across all departments.

Actions: Staff training, learning walks focused on inclusion, sharing best practice.

Lead: Deputy Headteacher (Teaching & Learning), SENDCO

Success Measures: Improved lesson adaptations; reduced attainment gaps.

Timescale: Ongoing

Priority 3: Improve attendance and engagement for vulnerable students.

Actions: Targeted attendance plans, mentoring, family engagement.

Lead: Pastoral Leads, Inclusion lead, Attendance lead

Success Measures: Improved attendance for SEND and disadvantaged students.

Timescale: Autumn–Summer

Priority 4: Ensure behaviour systems are inclusive and equitable.

Actions: Monitor sanctions and exclusions by group, staff training on inclusive behaviour strategies.

Lead: Deputy Headteacher (Behaviour)

Success Measures: Reduced disproportionality; improved student voice feedback.

Timescale: Termly

Priority 5: Strengthen student and parent voice.

Actions: Regular review meetings, surveys, inclusion forums.

Lead: SENDCO, Inclusion Lead, Pastoral leads

Success Measures: Positive feedback from students and parents.

Timescale: Annual cycle.