



East Bergholt

CEVC Primary School

'I have come that they might have life, and have it to the full' John 10:10

Inclusion Policy 2026-2027

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Approved by:	Full Governing Body
Signature of Chair of Governors:	Chris Burns
Date approved:	January 2026
Review date:	January 2027

Inclusion Statement

At East Bergholt CEVC Primary School, inclusion is central to our Christian vision and values. We are committed to creating a nurturing, respectful and inclusive environment where every child is welcomed, valued and supported to participate fully in all aspects of school life. We recognise the inherent worth of every individual and seek to ensure that all pupils feel safe, known and able to flourish academically, socially, emotionally and spiritually.

We are committed to removing barriers to learning and participation and to adapting our learning environment so that all children are able to be present, engaged and successful. Our approach to inclusion is flexible and responsive, maintaining high expectations for all pupils while providing appropriate support to meet individual needs.

Rationale and Aims

East Bergholt CEVC Primary School is committed to providing a high-quality education for all children within our local community. We believe that all pupils have an entitlement to a broad, balanced and ambitious curriculum that is accessible and inclusive, and that supports them to achieve their full potential.

Inclusion at East Bergholt is not about treating all learners the same, but about responding to pupils in ways that recognise and respect their differing experiences, strengths and needs. Guided by our Christian values of respect, compassion, justice and service, we strive to create a sense of belonging and community where difference is celebrated and discrimination is not tolerated.

Our aims are to:

- promote equality, fairness and inclusion across all areas of school life
- ensure that all pupils have access to high-quality teaching and learning
- identify and remove barriers to learning and participation
- support positive relationships, wellbeing and behaviour
- work in partnership with parents, carers and external agencies
- enable all pupils to achieve their potential and prepare them well for the next stage of education

Statutory Context

This policy is informed by and aligned with the following statutory legislation and guidance:

- Equality Act 2010 and the Public Sector Equality Duty
- SEND Code of Practice (0–25 years)
- Keeping Children Safe in Education
- Behaviour in Schools: Advice for Headteachers and School Staff
- Ofsted Education Inspection Framework

This policy should be read alongside the school's Equality Duty Statement, SEND Policy and Information Report, Behaviour and Relationships for Learning Policy, Safeguarding Policy and Accessibility Plan.

What Inclusion Means at East Bergholt

We recognise that pupils may experience barriers to learning for a range of reasons, including but not limited to:

- special educational needs or disabilities
- social, emotional or mental health needs
- medical needs
- English as an additional language
- disadvantage or challenging personal circumstances
- prior experiences that may impact learning or behaviour

We aim to meet these needs through high-quality teaching, inclusive classroom practice and a graduated response to additional support, ensuring that pupils are supported within a nurturing and structured environment.

Curriculum and Teaching

Our curriculum is designed to be inclusive, ambitious and responsive to the needs of all pupils. Teachers plan learning that builds on pupils' prior knowledge and experiences, with appropriate differentiation, scaffolding and adaptation to ensure access and engagement.

Inclusive teaching at East Bergholt includes:

- high-quality, needs-led teaching as the first response
- flexible grouping and varied teaching approaches
- appropriate use of additional adult support
- targeted interventions where required and evaluated for impact
- promotion of positive learning behaviours and resilience

Religious Education and the wider curriculum support pupils to develop understanding, tolerance and respect for different cultures, beliefs and worldviews.

Behaviour, Relationships and Wellbeing

Positive relationships are at the heart of our inclusive approach. Our Behaviour and Relationships for Learning Policy supports pupils to understand expectations, manage emotions and repair relationships when things go wrong. Behaviour is viewed as a form of communication, and staff seek to understand underlying needs and respond in a supportive, trauma-informed and proportionate way.

Reasonable adjustments are made where necessary to support pupils with additional needs, ensuring that expectations remain high while support is appropriate and fair.

SEND and Additional Needs

The inclusion of pupils with special educational needs and disabilities is a key aspect of this policy. The school follows the SEND Code of Practice and works closely with pupils, parents and external agencies to identify needs early and provide appropriate support.

Detailed information regarding SEND provision, roles and responsibilities is set out in the SEND Policy and Information Report.

Working with Parents and Carers

We recognise the importance of strong partnerships with parents and carers in supporting inclusion. We aim to communicate openly and work collaboratively with families, valuing their knowledge of their children and involving them in decision-making wherever possible.

Monitoring and Review

Inclusion is monitored through:

- pupil progress and attainment data
- behaviour and attendance information
- pupil and parent voice
- professional dialogue and review meetings

The headteacher, SENCo and governing body share responsibility for monitoring inclusive practice and ensuring that this policy is implemented effectively. Inclusion is reflected within school self-evaluation and improvement planning.

This policy is reviewed every two years, or sooner if required.