



Inclusion Policy

Inspired to make a difference together — each child thrives from the moment they arrive.



Policy Status: Statutory

This is a statutory policy of Kingsway Primary School, reviewed and ratified by the Full Governing Body.

Document Summary

This Inclusion Policy sets out Kingsway Primary School's statutory commitments to inclusion, equality, SEND provision and the wellbeing of every child. It is aligned with the Inclusion Strategy 2026–2029: *Belong First. Thrive Together.*

STATUTORY POLICY

INSPIRING LEARNERS MULTI ACADEMY TRUST

TRIENNIAL REVIEW

Policy Control Information

This document sets out the policy control information for Kingsway Primary School's Inclusion Policy. All staff, governors and stakeholders should refer to this record to confirm the current status, ownership and review schedule of this policy.

Field	Detail
Policy Title	Inclusion Policy
Headteacher	Kate Baskeyfield
Deputy Headteacher	Claire Lowe
Chair of Governors	Helen Johnson
Site Manager	Nazim Dervish
Date Adopted	September 2026
Review Date	September 2029
Status	Statutory
Published on Website	Yes
Statutory Basis	Equality Act 2010; Children and Families Act 2014; SEND Code of Practice 2015; Keeping Children Safe in Education 2024; Education Act 1996; School Standards and Framework Act 1998
Related Policies	SEND Policy; Safeguarding and Child Protection Policy; Behaviour Policy; Attendance Policy; Accessibility Plan / Equalities Scheme; Teaching and Learning Policy; Pupil Premium Policy
Written By	Kate Baskeyfield (Headteacher)

Contact and Queries

If you have any questions about the content of this policy, please use the appropriate contact route below.

Contact Routes

- **Members of staff:** Speak with your line manager or a member of the Senior Leadership Team.
- **Parents and carers:** Contact the school office on 0161 748 1867.
- **Other interested parties:** Contact the school office on 0161 748 1867.

Publication and Accessibility

This policy is published on the school website and is available in alternative formats upon request. All members of the school community have the right to access this policy and to seek clarification on its contents.

Senior Leadership Team

- Kate Baskeyfield — Headteacher
- Claire Lowe — Deputy Headteacher
- Paul Walker — AHT for Inclusion / SENDCo

Our Vision and Values

Kingsway Primary School is committed to being a fully inclusive school. Inclusion is not an additional priority — it is the mechanism through which the school ensures every child can access, participate in and benefit from every aspect of school life. This policy reflects the school's unwavering commitment to the safety, wellbeing, belonging and achievement of every child, irrespective of background, need or circumstance.

"At Kingsway, belonging is not something children earn. Belonging is where we begin."

We Care About Togetherness

Strong relationships are the foundation of everything the school does. Togetherness drives belonging — and belonging drives learning, wellbeing and achievement. Every child is known, valued and understood.

We Thrive On Difference

The school celebrates diversity and recognises that every child brings unique strengths, experiences and perspectives. Difference is not a barrier — it is the school's greatest strength. The individuality of all children, staff and the wider community is valued.

We Are Passionate About Learning

The school maintains high aspirations for every child and is committed to ensuring all learners access ambitious, broad and creative learning. No child is left behind. All children have the right to individual support and access to all aspects of the curriculum at their level.

We Are Inspired To Grow

Growth applies equally to pupils, families, staff and leaders. The school actively promotes Growth Mindset thinking — intelligence and ability are not fixed. Effort, perseverance and achievement are all recognised and celebrated.

Statement of Intent

Kingsway Primary School aims to be a fully inclusive school. The school is a community school and is for everyone. The school believes that a respect for diversity and the uniqueness of the individual should be fostered in all areas of the school community.

The school values the individuality of all children, staff and the wider community. It is committed to giving every child every opportunity to achieve the highest of standards by taking account of pupils' varied life experiences and needs. The school offers a future-focused curriculum which is broad, balanced and creative, and holds high expectations for all. The achievements, attitudes and wellbeing of all children matter.

This policy ensures that the school promotes the individuality of everyone, irrespective of ethnicity, race, attainment, age, disability, sex, religion or belief, or background, in line with the Equality Act 2010. Inclusion is an integral part of everyday life at Kingsway Primary School and is at the forefront of the school's aims and beliefs.

The school's inclusion strategy is built on the principle that inclusion is not something done for a small group of children. It is how the school ensures every child can access, participate in and benefit from every aspect of school life. The school's approach is informed by attachment-aware and trauma-informed practice and is rooted in the belief that belonging comes first. Every child is known, valued and understood.

Seven Principles of Inclusion

Belonging

Participation

Equity

Diversity

Acceptance

Dignity

Achievement

Legal Framework and Statutory Basis

This policy has been developed in accordance with the following legislation, statutory guidance and frameworks. This policy should be read alongside the school's SEND Policy, Safeguarding and Child Protection Policy, Behaviour Policy, Attendance Policy, Accessibility Plan and Equalities Scheme, Teaching and Learning Policy, and Pupil Premium Policy.

Primary Legislation

Equality Act 2010

Including the Public Sector Equality Duty and the duty to make reasonable adjustments for disabled pupils.

SEND Code of Practice: 0 to 25 years (2015)

Including the graduated approach to identifying and meeting need.

School Standards and Framework Act 1998

Foundational legislative framework for maintained schools.

Children and Families Act 2014

Including duties relating to pupils with special educational needs and disabilities.

Education Act 1996

Including duties relating to the education of children with special educational needs.

Statutory Guidance and Frameworks

Keeping Children Safe in Education (2024)

Statutory safeguarding guidance. This policy operates alongside the school's Safeguarding and Child Protection Policy.

The Human Rights Act 1998

Foundational rights framework underpinning all school policy.

DfE Inclusive and Adaptive Teaching Guidance

This policy is also informed by the DfE's *Inclusive and Adaptive Teaching* guidance, setting out expectations for how schools ensure all pupils, including those with SEND, access high-quality teaching. The school's iQFT approach directly reflects these principles.

Working Together to Safeguard Children (2023)

Multi-agency safeguarding framework.

UNCRC

United Nations Convention on the Rights of the Child — the rights of every child inform the school's inclusion ethos.

Roles and Responsibilities

At Kingsway Primary School, all staff have a responsibility to positively promote inclusion and to fully embrace inclusive practices. It is important that all young people and adults are treated fairly and are given the opportunity to achieve, learn and succeed without interference, disruption or discrimination. The table below sets out the named responsibilities for inclusion across the school.

Role	Named Person	Key Responsibilities
Headteacher	Kate Baskeyfield	Overall strategic leadership and accountability for inclusion; ensuring statutory compliance; reporting to governors; final decision-making on inclusion matters.
Deputy Headteacher	Claire Lowe	Operational leadership of inclusion, SEND, SEMH, safeguarding and vulnerable learners; deputising for the Headteacher on all inclusion matters.
AHT for Inclusion / Small Specialist Classes Lead	Paul Walker	Day-to-day leadership of inclusive practice; SENDCo responsibilities; oversight of Health Care Plans; coordination of specialist provision (The Nest and The Burrow); liaison with external agencies.
SEND Family Support and Pastoral Lead	Elizabeth Dunstan	Pastoral support for vulnerable pupils and families; SEND family liaison; attendance support; early help coordination; family partnership work; supporting families through the EHCP process.
Behaviour Lead	Gareth Dale	Leading relational and restorative behaviour practice across the school; supporting OPAL and social time provision; contributing to SEMH and inclusion strategy; leading The Nest SSC team.
Site Manager	Nazim Dervish	Ensuring the physical environment is accessible and safe; implementing reasonable adjustments to the premises; supporting the Accessibility Plan.
Class Teachers	All Teaching Staff	Delivering Inclusive Quality First Teaching (iQFT); implementing reasonable adjustments; identifying and responding to emerging needs; maintaining high expectations for all pupils.
Teaching Assistants	All TAs	Supporting inclusive practice in the classroom; delivering targeted interventions; contributing to the monitoring of individual pupils.
Lunchtime Staff	All Lunchtime Staff	Promoting inclusion and positive relationships during social times; supporting OPAL and structured play; reporting concerns to class teachers or the Pastoral Lead.
Chair of Governors	Helen Johnson	Holding the Headteacher to account for the implementation of this policy; ensuring the Governing Body fulfils its statutory duties in relation to inclusion, equality and SEND.
Full Governing Body	Governing Body	Promoting equality of opportunity, accessibility and inclusion; ensuring statutory compliance; ratifying this policy; monitoring inclusion outcomes termly.

Governing Body Responsibilities

The Governing Body of Kingsway Primary School has the following statutory responsibilities in relation to inclusion. Governors monitor inclusion through the school's Inclusion Dashboard, which tracks progress across all key indicators.

Statutory Duties

- Promoting equality of opportunity, accessibility and inclusion across the school community.
- Ensuring the school complies with all relevant legislation, including the Equality Act 2010 and the Children and Families Act 2014.
- Ensuring this Inclusion Policy is adhered to and reviewed in accordance with the agreed schedule.
- Holding the Headteacher to account for the implementation of inclusive practice and the outcomes of all pupils, including those with SEND, those who are disadvantaged and those who are vulnerable.
- Ensuring the school's Accessibility Plan is maintained and reviewed in accordance with statutory requirements.
- Ensuring the school's Equalities Scheme is updated every three years.

Termly Monitoring Indicators

Attendance

Attendance and persistent absence, including for Pupil Premium and SEND pupils.

Behaviour & SEMH

Behaviour incidents and social, emotional and mental health data.

Pupil & Parent Voice

Pupil voice and parent voice outcomes reported each term.

Attainment

Progress and attainment for all vulnerable groups.

SSC Impact

Impact and outcomes of specialist provision in The Nest and The Burrow.

Staff Confidence

Annual review of staff confidence in inclusive and adaptive practice.

Teaching and Learning

Kingsway Primary School actively seeks to remove the barriers to learning and participation that can hinder or exclude individuals or groups. All teachers are required to follow three inclusive principles, linked to the Teachers' Standards (2012).

- 1

Setting Suitable Learning Challenges

Enabling all children to experience success and achieve as high a standard as possible through appropriate adaptation and differentiation.
- 2

Responding to Pupils' Diverse Learning Needs

Creating effective learning environments; securing motivation and concentration; providing equality of opportunity through teaching approaches; using appropriate assessment; and setting targets for learning.
- 3

Overcoming Potential Barriers to Learning and Assessment

Proactively identifying and removing barriers for individuals and groups of pupils.

Inclusive Quality First Teaching (iQFT)

All teaching staff are provided with appropriate training and support to develop their Inclusive Quality First Teaching (iQFT) practice and ensure that lessons are accessible for all. Adaptive teaching is the school's primary strategy for meeting the needs of every learner, including those with SEND, those who are disadvantaged, those with English as an Additional Language, and those with attendance barriers.



Scaffolding

Structured support that builds independence.



Modelling

High-quality demonstration of learning.



Practical Learning

Concrete, hands-on experiences.



Vocabulary Support

Explicit teaching of language and meaning.



Flexible Approaches

Responsive to individual needs in the moment.



Removing Barriers

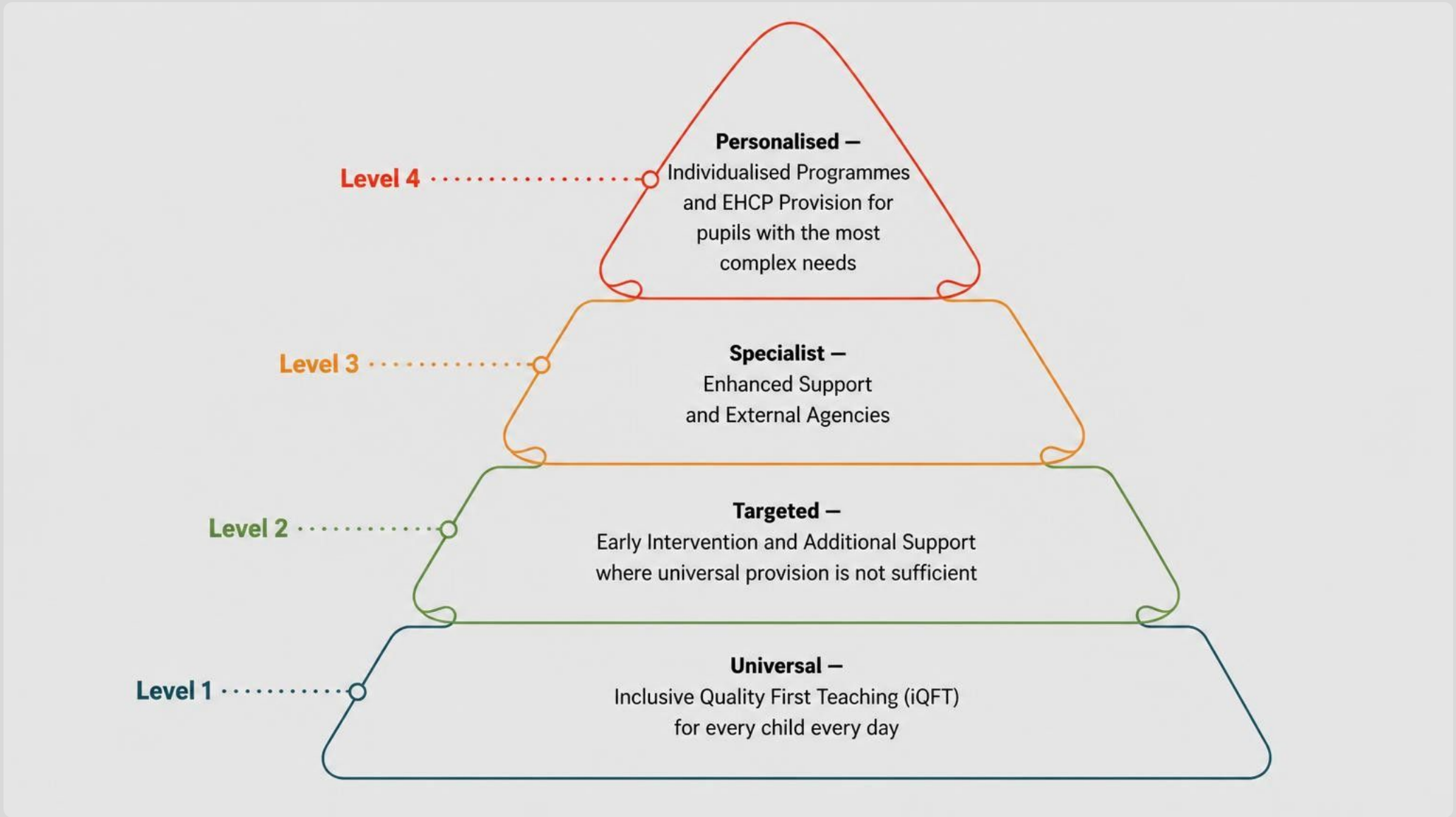
Proactive adjustments so every child can access learning.

Additional Provision

Where needs are not met through adaptation and iQFT, additional provision is mapped in accordance with the school's SEND Policy and provision mapping procedures. The school analyses the attainment of different groups of pupils to ensure they are achieving within their Zone of Proximal Development (Vygotsky, 1978) and makes ongoing assessments of each child's progress in line with the Assessment Policy and Procedures.

The Kingsway Inclusion Model

The school operates a graduated response to inclusion, ensuring every child receives the right support at the right time. The Kingsway Inclusion Model comprises four levels of provision. The school does not believe children should have to leave the classroom to experience success. Universal provision is always the first response.



Level 1 — Universal

Inclusive Quality First Teaching (iQFT) for every child, every day. Getting it right for everybody is the school's strongest inclusion strategy. Universal provision is the primary inclusion response before any additional intervention.

Level 2 — Targeted

Where universal provision is not sufficient, targeted support is provided through early intervention, additional in-class support and small-group interventions.

Level 3 — Specialist

Where targeted support is not sufficient, enhanced support is provided through external agencies, specialist programmes and specialist provision.

Level 4 — Personalised

For pupils with the most complex needs, individualised programmes are developed in line with Education, Health and Care Plan (EHCP) outcomes.

The Universal Offer

The school's universal offer ensures that every child, every day, benefits from an inclusive, accessible and high-quality learning environment. The following are embedded as standard practice across the school.



Inclusive Quality First Teaching

Adaptive teaching for every learner, every lesson, every day.



Reasonable Adjustments

Removing barriers as standard practice, in line with the Equality Act 2010.



Flexible Seating

Environments designed for all learners, supporting access and engagement.



Sensory Supports

Calm, accessible learning spaces that support focus and regulation.



Outdoor Learning and OPAL

Enriching play and learning beyond the classroom for all pupils.



Family Support

Partnerships that rebuild trust and confidence across the school community.



Pastoral Support

Trusted relationships at the heart of school life, supporting every child.



Vocabulary Development

Explicit vocabulary instruction embedded across the curriculum.



Attendance Support

A belonging-first approach to every child's attendance.

Children with Disabilities

Kingsway Primary School is committed to meeting the needs of children with disabilities. The school fully meets the requirements of the Equality Act 2010 and the SEND Code of Practice 2015. All reasonable steps are taken to ensure that disabled children are not placed at a substantial disadvantage compared to non-disabled children.

Reasonable Adjustments

The school is committed to providing an enabling environment, within its resources, that allows disabled access and provides disabled children full access to learning. The school's Accessibility Plan (part of the Equalities Scheme) sets out the reasonable adjustments made to ensure that a disabled pupil or adult is not disadvantaged compared to another pupil or adult.

Curriculum Access

Teachers modify teaching and learning expectations as appropriate for children with disabilities. This may include:

- Providing additional time to complete certain activities
- Modifying teaching materials and resources
- Ensuring children with disabilities have the opportunity to develop skills in practical aspects of the curriculum
- Adapting the physical environment to support access

Statutory Duty — Equality Act 2010

The school has a legal duty under the Equality Act 2010 to make reasonable adjustments for disabled pupils. This duty is **anticipatory** — the school must plan ahead and not wait until a disabled pupil is disadvantaged before acting. Failure to make reasonable adjustments may constitute unlawful discrimination.

Key Principles

- The duty applies to all aspects of school life, not only to the curriculum
- Adjustments must be reasonable — this is assessed case by case
- The Accessibility Plan sets out how the school plans ahead to meet this duty
- All staff share responsibility for implementing reasonable adjustments in their area

Special Educational Needs and Disabilities (SEND)

The school's approach to SEND is set out in full in the SEND Policy. This Inclusion Policy should be read alongside that document.

Identification and Assessment

Every Teacher is a Teacher of SEND

The identification of SEND is the responsibility of all staff, not solely the SENDCo.

Graduated Approach

Assess, Plan, Do, Review — in line with the SEND Code of Practice 2015.

Early Identification

The school uses a range of assessment tools, including WellComm screening, to identify need at the earliest opportunity.

Provision and Funding

- Provision is funded through the school's core budget (notional SEN budget), the Inclusive Mainstream Fund (IMF) and, where applicable, High Needs Funding.
- Pupils with an EHCP receive provision in line with their EHCP outcomes.
- The SENDCo, Paul Walker, coordinates provision for pupils with SEND and maintains the SEND register.
- Health Care Plans are coordinated by Walker.

Small Specialist Classes (SSCs)

Kingsway Primary School hosts two Local Authority-designated Social Communication and Complex Learning Difficulties Specialist Classes — **The Nest** and **The Burrow** — introduced in January 2026. These classes are integral to the life of the school and are designed to support children with Autism and those with complex social communication needs.

The Nest — Reception to Year 2

A calm, supportive and well-structured environment for younger pupils. Team: Mr Dale, Mrs Shedy and Miss Eggleton.

The Burrow — Year 3 to Year 6

Specialist provision for older pupils. Team: Mr Walker, Mrs Burton and Mrs Greenhalgh.

- ❑ Places in the SSCs are allocated exclusively to children who hold an Education, Health and Care Plan (EHCP). Admissions are arranged through the EHC team at Trafford Council. The school does not control SSC admissions. Families wishing to discuss suitability should contact their child's current school, EHCP coordinator or the Trafford SEN Team.

Children in the SSCs access a hybrid specialist-mainstream model, linked to EHCP outcomes, including bespoke specialist teaching, integrated Speech and Language Therapy programmes, and mainstream access where appropriate. The SSCs function as inclusion hubs — their expertise benefits the wider school community. This is a continuum of provision, not a separate provision.

Speech, Language and Communication Needs (SLCN)

Speech, Language and Communication Needs (SLCN) represent the school's largest area of identified SEND need, affecting **23 pupils (11.9% of roll)**. Strong communication is the foundation of learning, belonging and life chances. The school's response to SLCN is both universal and targeted.

Universal Provision

Communication-Rich Classrooms

Language is embedded across all learning environments and all curriculum areas.

Vocabulary Instruction

Systematic, explicit vocabulary instruction embedded across the full curriculum.

ELKLAN Training

Staff trained in language and communication through ELKLAN to support all learners.

Targeted Provision

WellComm Screening

Early identification of SLCN need through systematic screening at the earliest opportunity.

SALT Partnerships

Speech and Language Therapy partnerships and integrated SALT programmes for identified pupils.

Targeted Interventions

Targeted interventions for identified pupils, mapped through the school's provision management process.

Early identification of SLCN is a priority. The school works in partnership with Speech and Language Therapy services to ensure timely assessment and intervention. Concerns should be referred to Paul Walker (SENDCo).

23

Pupils with SLCN

SLCN is the largest identified area of SEND need at the school.

11.9%

Percentage of Roll

Proportion of the school roll with identified Speech, Language and Communication Needs.

Social, Emotional and Mental Health (SEMH)

Social, Emotional and Mental Health (SEMH) needs, including emotional regulation difficulties, anxiety and emotionally based school avoidance, represent the school's second largest area of identified SEND need, affecting **20 pupils (10.4% of roll)**. The school's relational approach is its primary response to SEMH needs.

Relational and Restorative Approach

At Kingsway, behaviour is understood as communication. The school's approach is relational, restorative and inclusive. High expectations and high support go hand in hand. Rather than asking *"What is wrong with this child?"*, the school seeks to understand *"What has this child experienced?"* and *"What does this child need right now?"*

20

Pupils with SEMH Need

Second largest identified area of SEND need at the school.

10.4%

Percentage of Roll

Proportion of the school roll with identified SEMH needs.

SEMH Provision

ELSA

Emotional Literacy Support Assistants — trained practitioners providing emotional literacy and wellbeing support.

Thrive

Trauma-informed, attachment-aware approaches to emotional regulation.

OPAL

Outdoor Play and Learning — structured, enriching social time that improves peer relationships, emotional regulation and readiness to learn.

Pastoral Support

Trusted adults providing consistent relational support, coordinated by Elizabeth Dunstan (SEND Family Support and Pastoral Lead).

Regulation Support

Teaching children to understand and manage their emotions, developing emotional toolkits and independence.

⚠ SEMH needs are closely linked to attendance, behaviour and belonging. Where SEMH needs are identified, staff must follow the school's Safeguarding and Child Protection Policy and report concerns to the Designated Safeguarding Lead in accordance with Keeping Children Safe in Education (2024).

Relationships, Attachment and Belonging

"Before we can teach the child, we seek to understand the backpack they carry."

At Kingsway Primary School, relationships are recognised as the foundation of learning. The school's approach is informed by attachment-aware and trauma-informed practice. The school understands that children's experiences shape the way they engage with school, relationships and learning.

Relational Principles

Safety

Every child feels physically and emotionally safe at school.

Trust

Consistent, reliable relationships with trusted adults.

Consistency

Predictable routines and responses that build security.

Emotional Regulation

Supporting children to understand and manage their emotions.

Co-Regulation

Adults modelling and supporting emotional regulation in all contexts.

Belonging

Every child experiences a genuine sense of belonging.

Connection

Meaningful relationships with peers and adults across the school community.

Self-Determination Theory

The school's approach is grounded in Self-Determination Theory. Children thrive when they experience three essential conditions:

Relatedness

"I feel safe, valued and connected."

Competence

"I am successful and capable."

Autonomy

"I have a voice and can influence my future."

The school intentionally begins with belonging and relatedness — because without belonging, nothing else is possible.

Vulnerable Children and Families

Kingsway Primary School recognises that some children and families require additional support to enable full participation in school life. The school works in conjunction with Trafford Teams Together and other multi-agency partners to support vulnerable children and families. The school's Safeguarding Team coordinates this work.

Identifying Vulnerable Pupils

Vulnerable pupils at Kingsway Primary School may be identified under the following categories:

- Children subject to a Multi-Agency Plan or Child Protection Plan
- Looked After Children (LAC) and previously looked after children
- Children identified at Level 3 or Level 4 of Trafford's Threshold Criteria for Child Protection or Child in Need
- Children with poor attendance (below 85%)
- Children with poor punctuality
- Children with Social, Emotional and/or Behavioural difficulties
- Children with low self-esteem or mental health needs
- Children from families with identified vulnerabilities, including low self-esteem, poor parenting skills, or substance misuse

Support for Vulnerable Pupils

In order to diminish the difference for vulnerable pupils, the school provides extended opportunities for these children and their families, including:

Early Help

Referrals and coordination through Trafford Teams Together at the earliest opportunity.

Pastoral Support

Through Elizabeth Dunstan (SEND Family Support and Pastoral Lead).

Attendance and Family Support

Partnership approach to improving attendance, including family meetings and home visits where appropriate.

Multi-Agency Collaboration

Information sharing in accordance with data protection legislation.

Transition Support

At key points in a child's education, including starting school, year group transitions and transfer to secondary.

 All concerns about the welfare of a vulnerable child must be reported immediately to the Designated Safeguarding Lead in accordance with the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education (2024). Inclusion is one of the school's strongest safeguarding responses.

Attendance Through Belonging

Attendance enables belonging, learning and success. At Kingsway Primary School, attendance is understood as a safeguarding matter and as an inclusion priority. The school's relational model of attendance was developed at Kingsway and has been adopted across the Trust.

01	02	03
Belonging Comes First	Curiosity Before Judgement	Partnership with Families
The school asks <i>"What does this child need in order to want to be here?"</i> rather than <i>"How do we make children attend?"</i>	The school seeks to understand the reasons behind absence before taking any action.	Families are partners in improving attendance. The school works with families to identify and remove barriers.
04	05	
Attendance is Safeguarding	Shared Responsibility	
Persistent absence is monitored through safeguarding processes. All staff have a responsibility to report attendance concerns.	All staff, governors and families share responsibility for promoting good attendance across the school community.	

Monitoring and Intervention

- Attendance is reviewed weekly by the Headteacher and Pastoral Lead
- Persistent absence is monitored through safeguarding processes and early help referrals
- Targeted support is provided for children at risk of persistent absence

96%+

Attendance Target

The school's attendance target. Persistent absence is targeted to remain below the national average.

Family Partnership

Kingsway Primary School recognises that the best outcomes occur when schools and families work together. The school strives to rebuild trust and create a school where parents and carers feel heard, respected and valued. Family partnership is an integral part of the school's inclusion strategy.



Early Help

Connecting families to support at the earliest opportunity through Trafford Teams Together.



Attendance Support

Partnership approach to improving attendance, including family meetings and home visits where appropriate.



Transition Support

Supporting families through key transitions, including starting school, moving between year groups and transferring to secondary school.



Pastoral Support

Trusted relationships with families through Elizabeth Dunstan (SEND Family Support and Pastoral Lead).



Parent Drop-Ins

Open, accessible communication with school ensuring all families feel welcome and informed.



Multi-Agency Collaboration

Working with Trafford Teams Together and other agencies around families with complex needs.

The school is committed to ensuring that all families, including those from minority ethnic backgrounds, those with English as an Additional Language, and those with additional vulnerabilities, are able to access information about their child's education and participate fully in school life.

Equality, Diversity and the Inclusion Backpack

Kingsway Primary School is committed to promoting equality of opportunity and celebrating diversity across the school community. The school recognises that every child arrives carrying an invisible backpack — inside that backpack may be language, culture, family, abilities, traditions, experiences, feelings and dreams. The school's role is not to judge what is inside a child's backpack, but to understand it, value it and help carry it when needed.

The Six Principles of the Inclusion Backpack

1	Equality Every child has a backpack.
2	Diversity Every backpack is different.
3	Equity Every child needs different things and that is acceptable.
4	Acceptance The school respects what others carry in their backpack.
5	Belonging Children feel safe sharing their backpack and know they will be heard.
6	Justice The school helps carry each other's backpack when the load feels too heavy.

Public Sector Equality Duty — Equality Act 2010

The school fulfils its duties under the Public Sector Equality Duty by:

- Eliminating unlawful discrimination, harassment and victimisation.
- Advancing equality of opportunity between different groups.
- Fostering good relations between different groups.
- Publishing equality objectives and reporting on progress.
- Maintaining and reviewing the Equalities Scheme every three years.

Teaching staff are familiar with the school's Equalities Scheme and associated legislation, and receive annual Safeguarding training at Level 1 as a minimum.

Monitoring, Evaluation and the Inclusion Dashboard

Kingsway Primary School achieves educational inclusion by continually monitoring and evaluating what it does. The school uses an Inclusion Dashboard to track progress across all key indicators. Governors monitor the following indicators termly.

Indicator	Monitored By	Frequency
Attendance and persistent absence (including Pupil Premium and SEND pupils)	Headteacher, Pastoral Lead, Governors	Weekly / Termly
Behaviour incidents and SEMH data (CPOMS)	AHT for Inclusion, DHT, Governors	Termly
Pupil voice and belonging surveys	AHT for Inclusion, Governors	Termly
Parent voice outcomes	Headteacher, Governors	Termly
SDQs and wellbeing data	Pastoral Lead, AHT for Inclusion	Termly
Attainment and progress for vulnerable groups	Headteacher, DHT, Governors	Termly
SSC impact and outcomes	AHT for Inclusion, Governors	Termly
Staff confidence in inclusive practice	Headteacher, Governors	Annual
Pupil Premium impact	Headteacher, Governors	Termly

Intended Outcomes

The following outcomes reflect the school's ambitions for inclusion across the period 2026–2029, aligned with the Kingsway Inclusion Strategy *Belong First. Thrive Together.*

1

Whole-School Attendance

Whole-school attendance reaches or exceeds **96%** and persistent absence falls below national averages.

2

Pupil Voice

Pupil voice demonstrates that children feel safe, valued, heard and included across all areas of school life.

3

SEND and Disadvantaged Progress

Improved progress, attainment and participation for pupils with SEND and disadvantaged pupils from individual starting points.

4

Communication Outcomes

Improved communication outcomes evidenced through assessment, interventions and classroom participation.

5

Wellbeing and Behaviour

Reduction in behaviour incidents and improved emotional wellbeing indicators across the school.

6

Staff Confidence

90% or more of staff demonstrate high levels of confidence in adaptive teaching and inclusive approaches.

Confidentiality, Data Protection and Communications

All information relating to individual pupils, including information about their special educational needs, disabilities, health conditions, attendance, behaviour and family circumstances, is held and processed in accordance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

Key Principles — Data Protection

Need-to-Know Basis

Information about individual pupils is shared on a need-to-know basis only, in accordance with the school's Data Protection Policy and Privacy Notices.

Lawful Sharing

Information is shared with external agencies, including Trafford Teams Together, Speech and Language Therapy services and other professionals, only where there is a lawful basis for doing so, or where it is necessary to protect the welfare of a child.

Staff Obligations

All staff are required to maintain confidentiality in relation to information about pupils and families, and to handle personal data in accordance with their training and the school's data protection procedures.

Parental Rights

Parents and carers have the right to access information held about their child, subject to the provisions of the UK GDPR and any applicable exemptions.

Communications

- This policy is published on the school website and is available to all parents, carers and members of the public.
- The school communicates with parents and carers about their child's inclusion, SEND provision and support through regular meetings, written reports and informal contact.
- Queries about this policy should be directed to the school office on **0161 748 1867**.

⊗ The duty of confidentiality does not override the duty to safeguard children. Where a member of staff has a concern about the welfare of a child, they must report it immediately to the Designated Safeguarding Lead, regardless of any expectation of confidentiality. Keeping Children Safe in Education (2024) is the governing framework.

Policy Review and Governance

This policy will be reviewed every three years, or sooner if there are significant changes to legislation, statutory guidance or the school's circumstances. The review will be led by the Headteacher and approved by the Full Governing Body.

Approval Record

Field	Detail
Approved by	Full Governing Body
Approval Date	29 September 2026
Next Review Date	September 2029
Headteacher	Kate Baskeyfield
Chair of Governors	Helen Johnson

Review Schedule

Triennial Review

This policy is subject to a full review every three years, in line with the school's policy review schedule.

Interim Review

An interim review will be triggered by significant changes to legislation, statutory guidance or the school's circumstances — whichever is sooner.

Governing Body Ratification

All versions of this policy must be ratified by the Full Governing Body before publication.

Version History

The table below records the version history of the Kingsway Primary School Inclusion Policy.

Version	Date	Author	Summary of Changes
1.0	November 2023	Kate Baskeyfield	New policy — no amendments from previous version.
2.0	September 2026	Kate Baskeyfield	Renewed and updated to align with Kingsway Inclusion Strategy 2026–2029 (<i>Belong First. Thrive Together.</i>) and current statutory guidance. Governor ratification 29.09.26. Updated to include The Nest and The Burrow SSCs (introduced January 2026); updated roles including Gareth Dale (Behaviour Lead) and Elizabeth Dunstan (SEND Family Support and Pastoral Lead); Helen Johnson confirmed as Chair of Governors; DfE Inclusive and Adaptive Teaching guidance referenced.

 This document supersedes all previous versions of the Kingsway Primary School Inclusion Policy. In the event of any discrepancy between this policy and an earlier version, this version takes precedence.

Quick Reference — Inclusion at a Glance

This page provides a quick reference summary of key inclusion actions and requirements for all staff. It may be laminated and displayed in classrooms and staff areas.

Area	Key Action / Requirement
Statutory Basis	Equality Act 2010; Children and Families Act 2014; SEND Code of Practice 2015; KCSIE 2024
Every Teacher's Duty	Deliver iQFT; make reasonable adjustments; identify and respond to emerging needs; hold high expectations for all.
SEND Identification	Use graduated approach: Assess, Plan, Do, Review. Report concerns to Paul Walker (SENDCo).
Vulnerable Pupils	Report concerns immediately to the Designated Safeguarding Lead. Attendance below 85% triggers review.
Behaviour	Behaviour is communication. Use relational, restorative approaches. Seek to understand before intervening.
Attendance	Attendance is safeguarding. Report concerns to Elizabeth Dunstan (SEND Family Support and Pastoral Lead). Target: 96%+.
SLCN	Use communication-rich environments and explicit vocabulary teaching. Refer to Paul Walker for SALT involvement.
SEMH	Use ELSA, Thrive and OPAL. Refer to Elizabeth Dunstan (SEND Family Support and Pastoral Lead). Gareth Dale leads relational behaviour practice. Report safeguarding concerns immediately.
SSCs (The Nest / The Burrow)	LA-designated Social Communication and Complex Learning Difficulties SSCs. EHCP required. Admissions via Trafford EHC team only. Coordinate with Paul Walker (AHT Inclusion / SENDCo).
Confidentiality	Share information on need-to-know basis only. Safeguarding overrides confidentiality.
Queries	Contact Kate Baskeyfield (HT), Claire Lowe (DHT) or Paul Walker (AHT Inclusion).
Review Date	September 2029 — or sooner if legislation or guidance changes.

Kingsway Primary School

Inspired to make a difference together — each child thrives from the moment they arrive.

Inclusion Policy — Version 2.0 — September 2026

Ratified by the Full Governing Body: **29 September 2026**

Next Review: **September 2029**

For the Full Policy

This quick reference summary is provided for display purposes only. For the full Inclusion Policy, including all statutory frameworks, roles and responsibilities, and detailed provision information, refer to:

- The school website
- The school office — 0161 748 1867

This page may be laminated for display in classrooms and staff areas. For the full policy, refer to the school website or the school office.

 STATUTORY POLICY

BELONG FIRST. THRIVE TOGETHER.

TRIENNIAL REVIEW — SEPTEMBER 2029