



Ribbleton Avenue Methodist Junior School  
Inclusion Policy 2025-2026

“Brighter futures built with Ambition, Courage and Respect; filled with Love, Hope and Faith.”

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<b>Organisation</b>	Ribbleton Avenue Methodist Junior School
<b>Approved</b>	Governors
<b>Review Cycle</b>	1Year (Minimum)
<b>Next Review</b>	September 2026

**HEADTEACHER:** Mrs Fran Nickson Deputy Headteacher: Mrs Roxanne  
**Bleasdale SENDCo:** Mrs Roxanne Bleasdale  
**SEN Governor:** Mrs Helen Tugwell  
**Chair of governors:** Dr Tony Andrews/ Mrs G Ferris

All of the people above can be contacted through the school phone number: 01772 792083

## **Introduction**

At Ribbleton Avenue Methodist Junior School, we are committed to creating a fully inclusive school where every child feels valued, respected and able to achieve their potential. We believe that inclusion is everyone's responsibility and underpins all aspects of school life. We recognise that pupils learn in different ways, have different strengths and may require varying levels of support throughout their education. Our aim is to remove barriers to learning, participation and achievement, ensuring that all pupils experience a strong sense of belonging and are able to access an ambitious curriculum alongside their peers.

Inclusion at RAMJS is about more than educational provision. It encompasses participation, wellbeing, attendance, personal development, safeguarding and equal opportunities for all members of our school community.

## **Aims**

The aims of this policy are to:

- Promote a culture of belonging, respect and inclusion.
- Ensure all pupils have equal access to an ambitious curriculum.
- Remove barriers to learning and participation.
- Promote high aspirations and expectations for all pupils.
- Support pupils to develop independence, confidence and resilience.
- Identify and respond to additional needs at the earliest opportunity.
- Ensure pupils with SEND, disabilities, medical needs, SEMH needs, EAL and other vulnerabilities are fully included in school life.
- Work in partnership with parents, carers and external agencies.
- Promote positive attendance, wellbeing and engagement.
- Ensure that all pupils feel safe, valued and supported.

## **Principles of Inclusion**

At RAMJS we believe:

- Every child has the right to feel they belong.
- Every child has the right to participate fully in school life.
- Every child can achieve and make progress from their individual starting point.
- Diversity should be celebrated and valued.
- High expectations should be maintained for all pupils.
- Support should promote independence rather than dependency.
- Early intervention leads to improved outcomes.
- Strong relationships underpin successful inclusion.

## **Inclusive Teaching and Learning**

High-quality adaptive teaching is the foundation of our inclusive practice. Teachers are responsible and accountable for the progress and development of all pupils within their class.

Inclusive classroom practice may include:

- Adaptive teaching strategies.
- Scaffolding and gradual removal of support.
- Retrieval practice and overlearning.
- Explicit vocabulary teaching.
- Chunking and sequencing of learning.
- Visual supports and dual coding.
- Flexible grouping.
- Alternative methods of recording.
- Assistive technology.
- Additional processing time.
- Concrete and practical resources.
- Multisensory approaches.
- Personalised support where appropriate.

Our curriculum is designed to be ambitious, accessible and inclusive, enabling all pupils to develop the knowledge, skills and understanding needed for future success.

## **The Graduated Approach**

The school follows the SEND Code of Practice through the graduated approach:

**Assess** → **Plan** → **Do** → **Review**

This enables staff to:

- Identify barriers to learning.
- Implement appropriate support.
- Monitor impact.
- Adapt provision where necessary.

Support is delivered through:

### **Universal Support**

High-quality adaptive teaching for all pupils.

### **Targeted Support**

Additional interventions and support for pupils requiring further assistance.

### **Specialist Support**

Highly personalised provision and external agency involvement for pupils with more complex needs.

## **The Nest Provision**

The Nest is a key element of the school's inclusive practice. It enables pupils with additional needs to access learning through adaptive teaching, targeted support and personalised provision whilst maintaining a sense of belonging within the school community.

The provision is designed to remove barriers to learning, strengthen foundational knowledge, promote independence and support successful participation in mainstream education wherever possible. Placement within The Nest is responsive to individual need and is reviewed regularly to ensure pupils access the most appropriate level of support.

Pupils accessing The Nest continue to be included within the wider life of the school, including assemblies, educational visits, enrichment opportunities and mainstream learning where appropriate. The long-term aim is to maximise inclusion, participation, independence and successful curriculum access.

Some pupils accessing The Nest may be undergoing statutory assessment processes or awaiting specialist placements. The provision ensures that these pupils continue to receive an ambitious, meaningful and inclusive education whilst future arrangements are considered.

## **Social, Emotional and Mental Health Inclusion**

Positive relationships sit at the heart of our approach to inclusion.

We recognise that some pupils may experience barriers to learning as a result of social, emotional or mental health needs.

Support may include:

- Restorative and relational practice.
- Heart Room provision.
- Nurture groups.
- Social skills groups.
- Friendship groups.
- Counselling.
- Play therapy.
- Key Emotional Support Service.
- Family support.
- Team Around the Child meetings.
- Multi-agency working.

Our aim is to help pupils develop emotional literacy, resilience, self-regulation and positive relationships.

## **Attendance and Inclusion**

The school recognises the strong link between inclusion, wellbeing and attendance. We work proactively to identify barriers to attendance and provide support at the earliest opportunity.

The Attendance Manager, Family Support Worker, SENDCo and external agencies work collaboratively with families to promote positive attendance and engagement.

Particular attention is given to pupils experiencing:

- SEND-related barriers.
- Anxiety.
- Emotional wellbeing needs.
- Emotionally Based School Avoidance (EBSA).
- Medical needs.

The school is committed to helping all pupils feel safe, successful and connected to school.

### **Safeguarding and Inclusion**

We recognise that some groups of pupils may be more vulnerable to safeguarding risks. This includes pupils with:

- SEND.
- Communication difficulties.
- SEMH needs.
- Attendance concerns.
- Family vulnerabilities.

All pupils are supported through the school's safeguarding systems, including:

- CPOMS.
- Early Help.
- Team Around the Child meetings.
- Multi-agency working.
- Regular monitoring and support.

• Staff receive regular safeguarding training and understand the additional vulnerabilities that some pupils may experience.

### **Working with Parents and External Agencies**

Parents and carers play a vital role in supporting successful inclusion.

The school values strong partnerships with families and seeks to involve parents in:

- Decision making.
- Review meetings.
- SEND support planning.
- Attendance support.
- Transition planning.

Where appropriate, school works closely with external agencies including:

- Educational Psychology.
- SEND Specialist Teachers.

- Speech and Language Therapy.
- Occupational Therapy.
- Inclusion and Engagement Support Team.
- Key Emotional Support Service.
- CAMHS/CYPPS.
- School Nurse.
- REACH Behaviour Support.
- Rainbow SEND Assessments.

### **Equality of Opportunity**

The school is committed to ensuring equality of opportunity for all members of the school community.

We will not discriminate against any individual because of:

- Disability.
- Race.
- Religion or belief.
- Gender.
- Sexual orientation.
- Age.
- Socio-economic background.

Reasonable adjustments will be made where necessary to ensure pupils can participate fully in all aspects of school life.

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### **Monitoring and Review**

The effectiveness of inclusion is monitored through:

- Pupil progress meetings.
- Attendance monitoring.
- Behaviour monitoring.
- SEND reviews.
- Pupil voice.
- Parent feedback.
- Governor monitoring.
- Safeguarding reviews.

This policy will be reviewed annually by the Headteacher, SENDCo and Governing Body.

### **Inclusion at RAMJS**

#### **Belonging. Participation. Achievement.**

At Ribbleton Avenue Methodist Junior School, inclusion means ensuring that every child feels valued, supported and able to thrive. Through adaptive teaching, strong relationships and a commitment to removing barriers, we strive to ensure all pupils can access an ambitious curriculum, participate fully in school life and achieve their individual potential.