



Ribbleton Avenue Methodist Junior School
Inclusion Policy 2026-2027

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

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SEN Governor:
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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 identification and timely support can improve 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 the 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

For pupils requiring SEND Support, the school follows the graduated approach set out in the SEND Code of Practice:

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 the following levels of provision:

Universal Provision

High-quality and adaptive teaching available to all pupils, designed to anticipate and remove barriers to learning and participation.

Targeted Provision

Additional, time-limited or ongoing interventions and support for pupils who require provision beyond that ordinarily available through universal classroom practice.

Specialist and Individualised Provision

Highly personalised provision for pupils with more complex or significant needs. This may include individualised programmes, specialist advice, external agency involvement and provision identified through an Education, Health and Care Plan (EHCP), where applicable.

These levels describe the provision available to pupils and do not represent a sequential pathway

that pupils must progress through. Support is matched to individual need and may be introduced at any appropriate level. Pupils do not need to progress through universal and targeted provision before SEND Support is identified.

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.

Access to The Nest is based on identified need and the provision required by the individual pupil; it is not dependent upon a pupil having an EHCP or progressing through predetermined levels 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 Family (TAF) meetings, where appropriate.
- Multi-agency working.

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

Staff recognise that behaviour may be a form of communication. Changes in behaviour,

presentation, engagement or emotional wellbeing will be considered within the wider context of the child's needs and circumstances and will not automatically be attributed to SEND or SEMH. Where safeguarding concerns arise, staff will follow the school's safeguarding procedures.

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.

Where absence is linked to SEND, disability, medical needs or emotional wellbeing, the school will seek to understand and address the underlying barriers to attendance.

Support will be individualised and may include reasonable adjustments, pastoral support, SEND provision, multi-agency working and, where appropriate, a phased or supported reintegration plan.

Attendance concerns will be considered alongside the pupil's wider educational, safeguarding and wellbeing 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.
- Disabilities or health conditions.
- Communication difficulties.
- SEMH needs.
- Attendance concerns.
- Family vulnerabilities.

All pupils are supported through the school's safeguarding systems, which may include:

- CPOMS recording and monitoring.
- Family Help and targeted early help.
- Team Around the Family/Child meetings.
- Multi-agency working.
- Liaison with Children's Social Care and other statutory services where appropriate.
- Regular monitoring and pastoral support.

The school recognises that children with SEND, disabilities or certain health conditions may face additional safeguarding challenges both online and offline.

Staff will not assume that changes in behaviour, mood, attendance, communication, presentation or injury are attributable to a pupil's SEND, disability or health condition without further exploration.

Staff will maintain professional curiosity and recognise that additional barriers may exist when identifying abuse, neglect or exploitation. These may include communication difficulties, peer isolation, increased vulnerability to bullying or child-on-child abuse, and difficulties recognising or reporting harmful experiences.

Where pupils experience communication difficulties, reasonable adjustments and appropriate communication methods will be used to enable them to express their views, wishes, feelings and concerns.

Staff receive regular safeguarding training and understand the additional vulnerabilities that some pupils may experience. Safeguarding concerns will be managed in accordance with the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026.

Pupil Voice

Pupils are encouraged and supported to express their views about their learning, wellbeing and the support they receive.

Their views will be sought in ways that are accessible and appropriate to their age, understanding and communication needs.

Pupils will be involved, wherever possible, in decisions about:

- Their learning and support.
- Reasonable adjustments.
- SEND provision.
- Review meetings.
- Personal targets and outcomes.
- Transition planning.
- Support for their wellbeing and participation in school life.

The school recognises that meaningful pupil participation is an important part of successful inclusion and helps ensure that provision reflects each child's strengths, experiences and barriers.

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 and carers in:

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

Where appropriate, the school works closely with a range of education, health, social care and other specialist services. These may include:

- Educational Psychology.
- Specialist Inclusion Support Team.
- Speech and Language Therapy.
- Occupational Therapy.
- Key Emotional Support Service.
- CAMHS/CYPPS.

- School Nurse.
- REACH Behaviour Support.
- Rainbow SEND Assessments.
- Family Help and other relevant children and family services.

The agencies involved will depend upon the individual needs and circumstances of the pupil and family.

Parents and carers will normally be involved in decisions to seek external SEND advice or support and consent will be sought where this is required. This does not prevent the school from sharing information or making referrals without consent where necessary to safeguard a child or where there is another lawful basis for doing so.

Equality of Opportunity

The school is committed to promoting equality of opportunity and eliminating unlawful discrimination, harassment and victimisation.

In accordance with the Equality Act 2010, we have due regard to the protected characteristics that are relevant within the school context, including:

- Disability.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

The school is also committed to promoting inclusion and removing disadvantage associated with pupils' individual circumstances, including socio-economic disadvantage.

We recognise that equality does not necessarily mean treating every pupil in exactly the same way. Pupils may require different approaches, adaptations or levels of support in order to access the same opportunities and achieve positive outcomes.

Reasonable adjustments will be made for disabled pupils where necessary to ensure that they are not placed at a substantial disadvantage and are able to participate as fully as possible in education, activities, facilities and the wider life of the school.

Monitoring and Review

The effectiveness of inclusion is monitored through:

- Pupil progress meetings.
- Attendance monitoring.
- Behaviour monitoring.
- SEND reviews.
- Pupil voice.
- Parent and carer feedback.
- Governor monitoring.
- Safeguarding reviews.
- Monitoring of provision and interventions.
- Review of reasonable adjustments and barriers to participation where appropriate.

This policy will be reviewed annually by the Headteacher, SENDCo and Governing Body and may be reviewed sooner where there are changes to statutory guidance, local arrangements or school practice.

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, early identification of need 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.