



The Brook Special Primary School

Inclusion Policy

Date of Policy	Autumn Term 2026
Approved by Governors	Autumn Term 2026
Next review	Autumn 2027

Contents

1. Our vision
2. Aims and Objectives
3. Roles and Responsibilities
4. An inclusive school
5. Pupils lived experiences at the Brook
6. Training
7. Policy Links

1. Our vision

“Inclusive, good-quality education is a foundation for dynamic and equitable societies.”

Desmond Tutu Facing the Future: Global Education at the Crossroads published on June 21, 2010

“Every learner matters and matters equally.”

UNESCO, *Every learner matters and matters equally: Making education inclusive* (2024)

At the Brook Special Primary School (the Brook) we are committed to giving every child the opportunity to achieve their full potential, irrespective of any specific learning difficulties, disabilities, age, ethnicity, religion and belief, gender and sexual identify. We value and celebrate the individuality and achievements of each and every one of our children and promoting their well-being is at the heart of everything we do. We believe that every teacher is a teacher of every child and that all pupils are included. Academic achievement and progress are the cornerstones of our teaching and learning and alongside these we foster every child's social, emotional and personal development so that they can develop the independence skills, confidence, resilience and self-esteem they need to take their place in society.

2. Aims and Objectives

Our aims are:

- To promote an inclusive ethos which ensures all pupils feel valued
- To enable all pupils to reach the highest level of personal achievement through the provision of a rich, stimulating, challenging and personalised curriculum
- To promote the social moral, spiritual and cultural development of all of our pupils
- To prepare our pupils for the next stages in their lives so that they can lead the lives they choose for themselves in adulthood
- To ensure the highest outcomes and standards for all groups of pupils and to identify and put effective strategies and interventions in place to address underachievement

3. Roles and Responsibilities

The Headteacher will:

- Ensure, along with the Governing Bod, that the Inclusion policy is implemented, monitored and reviewed
- Ensure all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities
- Ensure issues of equality and inclusion are addressed within the curriculum specifically PHSCE and RSE

The Senior Leadership team will:

- Support staff in understanding the needs of ethnic minority pupils, including those with English as an Additional Language (EAL)
- Support staff in understanding the importance of raising achievement for minority pupils and those with EAL
- Support staff in ensuring that effective systems are in place to identify and meet the needs of ALL pupils and that those are monitored, evaluated and reviewed
- Monitor the progress made by all groups of pupils and ensure interventions are identified and implemented quickly
- Liaise with external agencies supporting groups of pupils or individuals

Teachers will:

- Understand the level of need for the pupils in their class
- Ensure support staff are used effectively to support all pupils
- Provide challenge and support to ensure that all pupils reach the highest level of personal achievement
- Implement classroom strategies, including adaptive teaching, to ensure access to the curriculum for all pupils
- Identify underachievement of any pupil and put in place strategies to address this
- Deliver interventions as outlined in the Education Health and Care Plan

Governors will:

- Ensure that the school complies with the Equalities and Disability and SEND related legislation
- Ensure that the inclusion policy is implemented, monitored and reviewed

4. An Inclusive School

The Brook School adheres to the 7 principles of inclusion namely:

- Ambitious leadership and governance
- Evidence-based early intervention
- High quality adaptive teaching
- Accessible wider provision
- Safe and respectful culture
- Strong partnerships
- Continuous environmental improvement

As an inclusive school we have:

- An inclusive ethos whereby the community is accessible to all
- A broad and balanced curriculum for all pupils, which is adapted from the National Curriculum
- Systems for early identification of barriers to learning and participation
- High expectations and individualised targets for all children
- A RESPECT mindset (Relationships, Evaluative, Structure, Positivity, Engagement, Teamwork) to promote physical and mental health across the school community

- The belief that all children have a right to education and that it should be suited to their particular needs and learning style
- High quality teaching, support and challenge to enable children to achieve their potential
- Partnership working with children, parents and multi agencies (health, social care, Local authorities, safeguarding, police) to provide holistic support
- Medical and therapeutic support for all pupils to help them be ready and able to learn
- Appropriate equipment, resources and staffing to meet the needs of every child
- Rigorous formative and summative assessment processes which are analysed to identify barriers and need for intervention
- An accessible environment
- Partnership working with the Willow Primary School as part of the Broadwaters Inclusive learning Community through shared space usage, shared learning opportunities and shared celebration events and festivals.

5. The lived experience of pupils at the Brook School

Pupils at the Brook experience inclusion in a variety of ways as outlined below:

- **Transport:** Our pupils find transitions challenging and anxiety-inducing, so positive experiences of journeys to school are crucial in ensuring our pupils are ready to learn. The majority of pupils receive school transport and close liaison between school and providers ensures smooth transition. For those pupils for whom LA-provided transport is overwhelming and would otherwise be school refusers, the school provides a bespoke transport service with familiar staff and an agreed time for pick up
- **Profiles:** Every pupil has a My Needs Profile which outlines their strengths and difficulties. This is co-produced with parents. It allows anyone working with the child to learn a little about them quickly and is also used to support professionals outside of the school environment (ie doctors, dentists, therapists). For pupils whose dysregulation affects their access to learning, a wellbeing profile is co-produced with parents to ensure consistency of approach and support.
- **Groupings:** Our pupils are grouped according to how they learn best rather than chronological age. They remain in one class (of 9 or 10 children) for an academic year but have opportunities to share activities and playtimes with other classes who are part of their 'bubble'. (27-30 children) as well as participating in whole school events and festivals. Every Brook class has a partner class from the Willow mainstream school and throughout the year the classes share sessions, festivals, sport activities and playtimes together.
- **Curriculum:** The Brook School follows a bespoke spiral curriculum based on the National Curriculum which follows four pathways - engagement, sensory, emerging, functional. Our pupils are not restricted to one pathway as their learning is not linear; the spiral curriculum allows them to access learning at different levels within subject areas. The spiral curriculum allows for topics to be revisited and consolidated.
- **Communication:** All pupils have access to Augmentative and Alternative Communication aids to help them communicate their needs and wants effectively. These include symbols, Makaton, photos, specific AAC devices and spoken and

written words. All pupils have access to Speech and Language Therapy as well as an individualised communication profile which outlines what AAC the child needs.

- **Educational visits/ visitors:** Every pupil goes out into the community on a weekly basis -either by walking or minibus in order to experience the wider world and to prepare them for adulthood. Special visitors also come to the school (i.e. storytellers, bubble therapists, classical musicians, artists, drummers) and every child participates in two such sessions every year.
- **Holiday provision:** The school partners with an independent company, *All Aboard* who provide holiday provision for all children on the school premises during school holidays. Former pupils and children from other special schools in the Local authority attend too which broadens our children's social opportunities and helps them to develop relationships.

6. Training

As a special school, The Brook is committed to ensure staff receive continuous professional development to ensure they have the skills, knowledge and understanding to support our complex learners.

7. Policy Links

Other school policies should be read in conjunction with this policy.

- Wellbeing, Positive Behaviour support policy
- Use of Positive interventions Policy
- Teaching and Learning policy
- Curriculum policy
- Equal Opportunities and Equality and Diversity policy
- Accessibility Plan and Policy
- Safeguarding