Principles for Inclusion at Fringford CofE Primary School

1. Early Identification and Understanding

We quickly and accurately identify pupils who are socio-economically disadvantaged, have SEND, are known or were previously known to children's social care, or may face additional barriers to their learning and wellbeing. We work as a team – including our SENCO, designated safeguarding leads, and pastoral staff – to understand the unique barriers our pupils face, recognising that these can change over time.

In practice: We maintain up-to-date records, review vulnerable pupil groups at least once a term, and ensure all staff understand which pupils need additional support and why.

2. High Expectations for All

We set high expectations for all pupils. We understand that the most effective inclusion strategy begins with everyday high-quality inclusive teaching, which has most benefit for the pupils who find learning hardest and reduces the need for individual adaptations.

In practice: We ensure Quality First Teaching is at the heart of our provision, with reasonable adjustments made where needed, but never lowering our ambitions for what pupils can achieve.

3. Continuous Assessment and Responsive Support

We embed a culture of continuous and accurate assessment of pupils' needs and use information from these assessments to implement a continuous cycle of 'assess, plan, do and review' - the 'graduated approach' - which ensures pupils receive an appropriate level of support.

In practice: We regularly monitor progress, adapt our approaches when needed, and involve specialists when necessary to ensure support remains effective and relevant to pupils' evolving needs.

4. Partnership and Voice

We work closely and effectively with parents/carers, pupils, professionals and staff, ensuring a '360 degree' view informing decisions around support for pupils.

In practice: We actively listen to pupils and their families, value their insights, and ensure they are genuine partners in decision-making about support and provision.

5. Belonging and Equal Access

All pupils feel welcome, valued and respected and that they belong within the school community. All pupils, including disadvantaged pupils, have equal access to and participate in interesting and relevant curricular and extra-curricular activities. Pupils understand, appreciate and respect differences in the world and its people; they celebrate what we have in common across cultural, religious, ethnic and socio-economic communities.

In practice: We create an inclusive culture where every child feels they belong, can access all opportunities, and where diversity is celebrated and respected by all members of our school community.