

Inclusion at Woodford Primary School

Woodford Primary School is an inclusive school. This means that we engage the full potential of everyone in our school. We enable every child to be the best they can be regardless of background, challenge or need. We value children as individuals; recognise the power of difference; give opportunities for all children to thrive so that our children have a secure sense of belonging. Through strong relationships, understanding of individuals, our graduated approach, an ambitious curriculum and high-quality adaptive teaching, all children are included in learning and have access to the curriculum content through their needs being met.

Structures to Support Inclusion

<p style="text-align: center;">Behaviour</p> <ul style="list-style-type: none"> • Relational with child • Promote boundaries and safety • Restorative talk • Teach behaviour • Visible leadership <div style="text-align: center;"> </div>	<p style="text-align: center;">Curriculum</p> <p>Scope, rigour, coherent sequencing across all curriculum subjects.</p> <p>Equity documents within each subject.</p> <div style="text-align: center;"> </div>	<p style="text-align: center;">Graduated Approach</p> <div style="text-align: center;"> </div>	<p style="text-align: center;">Professional Learning</p> <ul style="list-style-type: none"> • Adaptive teaching • PACE • SEND code of practice • Curriculum • MAST
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Woodford Inclusion Team

Everyone is a leader of inclusion—

Strategic Leaders	Teachers	Teaching Assistants	
<ul style="list-style-type: none"> • Prioritise strong relationships. • Articulate the vision for inclusion across the school and the curriculum. • Enact the vision for inclusion across the school and the curriculum. • Identify, monitor the implementation and effectiveness of the inclusion strategy. • Support and challenge the school team. • Review and adapt the inclusion strategy. 	<ul style="list-style-type: none"> • Prioritise strong relationships. • Understand children as individuals. • Deliberately plan for all children's needs. • Adapt access to the curriculum content. • Deliver high-quality inclusive teaching in all subjects. • Assess the effectiveness of the curriculum. Ensure all children make progress. • Plan, deliver and monitor individual plans (ILP and EHCP). 	<p style="text-align: center;">High-quality Teaching Assistance</p> <ul style="list-style-type: none"> • Prioritise strong relationships. • Understand children as individuals. • Support access to the high-quality curriculum through understanding expectations. • Support children to access curriculum delivery through modelling behaviours and scaffolded support. • Deliver targeted intervention to support the high-quality teaching. • Liaise with the class teacher. 	<p style="text-align: center;">Inclusion Support</p> <ul style="list-style-type: none"> • Prioritise strong relationships. • Liaise with the SENDCo. • Support identified children to access curriculum delivery through modelling behaviours and scaffolded support. • Facilitate EHCP statutory outcomes (section E) and provision (section F). • Deliver specialist, targeted intervention. • Liaise with the class teacher.