

SEND and Inclusion at Grateley Primary School

At Grateley Primary School, we believe that every child is unique, valued and deserving of the opportunity to succeed. We are committed to creating an **inclusive school community** where all children feel safe, supported and able to achieve their full potential, regardless of their individual needs or starting points.

We recognise that children learn in different ways and may require different levels of support to access learning, develop independence and thrive socially and emotionally. Our approach to Special Educational Needs and Disabilities (SEND) is rooted in **understanding each child as an individual**, identifying barriers to learning and working collaboratively to find the right support.

We know that children learn from adults they have relationships and connections with and this is our top priority and links to our High Quality Inclusive Principle- Characteristic 1.

Characteristic 1 Relationships Secure and trusting connections that build relationships			
Making connections A genuine and strong connection between adult and child.	Sense of Belonging A strong sense of belonging for all children creates psychological safety and allows children to focus on learning.	Regulation Children are supported through co-regulation to be ready for learning	Shared thinking/communication Adults support and model shared thinking by talking out loud. Adults model appropriate ways to communicate.
<ul style="list-style-type: none"> Adults recognise that getting to know their children is a core part of their role. Adults use their knowledge of children to identify and overcome barriers to learning. Each child is individual There is mutual respect between adult and child; and child and adult. Adults intentionally seek to connect with children in the class through knowledge of the children's, family, likes, dislikes etc. Using adults' strengths in building relationships with children. 	<p>The physical environment and the language used within it create a strong sense of belonging, promote independence and ownership of a shared identity. Example strategies include the following:</p> <ul style="list-style-type: none"> Displays which promote an ethos based on the school's values Celebration of work Children are given responsibility for elements of the environment Accessible resources and adaptations which allow for independence 	<ul style="list-style-type: none"> Knowledge of the child to support regulation of emotions through understanding of appropriate language and appropriate actions. Consistency of adults working with children. Knowledge of the child to support learning through, adapting learning to meet child's needs, opportunities during learning time to refocus and resources to support regulation during learning time. 	<ul style="list-style-type: none"> Children learn to listen and share with each. Children learn the skills of discussion being able to listen, hold a 2 way conversation and respond. Children are able to take turns.
Golden thread- Metacognition -Resilience -Motivation -Independence			

An Inclusive Approach to Learning

We have **high aspirations** for all our pupils. Through high-quality teaching, carefully planned adaptations and targeted support where appropriate, we aim to ensure that every child can access an ambitious and engaging curriculum.

We identify needs as early as possible and work closely with families, teachers, our Special Educational Needs Coordinator (SENCo) and external professionals when needed. We regularly review pupils' progress and the effectiveness of support to ensure that provision responds to their changing needs.

Our approach focuses on **removing barriers** rather than limiting opportunities. We **celebrate individual strengths**, recognise progress in all its forms and provide appropriate support and challenge so that every child can develop confidence, knowledge and independence.

Supporting the Whole Child

At Grateley, inclusion extends beyond academic achievement. We understand the importance of children's emotional wellbeing, social development, communication and sense of belonging. We strive to create a nurturing environment in which **children feel listened to, respected and confident to be themselves.**

Our school values, the **3Bs: Be Safe, Be Ready and Be Respectful**, help us establish a culture where differences are valued, relationships are positive and every child is treated with dignity.

We want all pupils to develop the skills, resilience and self-belief they need to navigate challenges, build friendships and participate fully in school life.

Our Commitment to Every Child

Inclusion is everyone's responsibility at Grateley Primary School. We continually reflect on our practice, develop staff expertise and seek ways to improve the support and opportunities available to our pupils.

Our commitment is simple: every child belongs, every child matters and every child deserves the opportunity to flourish. We strive to ensure that all children at Grateley are supported to overcome barriers, celebrate their strengths and achieve their best.