**Swinemoor Primary School Inclusion Strategy**

**Version:** May 2026
**Review Cycle:** 1 year
**Applies to:** All staff, pupils, governors, families

This strategy aligns with the Seven Principles of Inclusion, which highlights seven key areas (or principles) for creating inclusive, high-quality education in a mainstream setting. These Seven Principles are as follows:

1) Ambitious leadership and governance
2) Evidence-based support
3) High quality teaching
4) Accessible and enriching provision
5) Safe and respectful culture
6) Partnership with families
7) Inclusive environments

The initiatives described in this strategy are currently funded by the school. They have been carefully developed to meet the needs of this school's context. Over a third of pupils are PPG pupils and a significant percentage has SEND (17%). Any future funding will help to sustain and enhance these initiatives.

# Principles of Inclusion.

1. **Ambitious leadership and governance:**

This ensures that inclusion is embedded into the core planning and culture of Swinemoor Primary School.

Leaders and Governors are determined that inclusion at Swinemoor Primary School should be built in rather than bolted on. It is embedded in our ethos and School Aims, guiding how we plan, teach, and support every pupil so that barriers to learning are identified, understood, and removed. This ensures that all pupils, regardless of need or background, have the resources, support, and teaching strategies necessary to engage fully, thrive, and fulfil our School Aims.

Our School Aims are:

**Achieve beyond expectations**

**Be proud of our community, our school, our achievements and our peers**

**Compete, with the belief that we have every chance of success**

**Develop a culture where we take appropriate risk**

**Enable people to work together, in order to achieve more than we could on our own**

Our Inclusion Strategy is built around the following:

- A **Biorhythmic Timetable** – *structured routines that support regulation, readiness and sustained attention*
- High expectations of **behaviour**
- A rich, aspirational **curriculum**
- **High-quality teaching** informed by adaptive practices and evidence-based pedagogy

These four core elements enable **all** children to meet our School Aims:

**Achieve beyond expectations**

Our Biorhythmic Timetable structures, regulates and calms children so that **all** are ready to learn and to *achieve beyond expectations.*

High expectations of behaviour of **all** children ensures that there is a sense of calm and order so that all children can *achieve beyond expectations.*

A rich, aspirational curriculum motivates **all** children to learn and to *achieve beyond expectations.*

High-quality teaching informed by adaptive practices and evidence-based pedagogy enables **all** children to *achieve beyond expectations.*

Evidence of this Aim in action includes, but is not limited to:

- Individual Portfolios showcase high standards for **all** learners regardless of ability.
- Graduate Awards are accessed successfully by **all** groups of pupils.
- Master's Awards are accessed successfully by **all** groups of pupils.
- Meeting of Masterly Minds includes **all** groups of pupils.
- ABRSM Singing Examinations include **all** groups of pupils, and scores are high.
- An elite Chamber Choir includes **all** groups of pupils.
- Exit scores typically evidence high standards for **all** pupils considering their starting points.

**Be proud of our community, our school, our achievements and our peers**

Our Biorhythmic Timetable structures, regulates and calms children so that **all** are ready to learn and to *be proud of their own achievements and those of their peers.*

High expectations of behaviour of **all** children ensures that there is a sense of calm and order so that **all** children can *be proud of their own achievements and those of their peers.*
A rich, aspirational curriculum motivates **all** children to learn and to *be proud of their own achievements and those of their peers.*
High-quality teaching informed by adaptive practices and evidence-based pedagogy enables **all** children to *be proud of their own achievements and those of their peers.*
***Personal and peer pride elicits pride in the school as a whole. The community is proud of the school and the school is proud of its community.***

Evidence of this Aim in action includes, but is not limited to:

- Winners' t-shirts/polo shirts/jumpers worn by **all** groups of pupils.
- Framed pieces of children's work represent the work of **all** groups of pupils.
- School building is maintained and decorated to a very high standard so that **all** pupils can be take pride in their environment.
- Praise assembly celebrates the work of **all** groups of pupils.
- Regular performances in front of parents/carers throughout the year are presented by **all** groups of pupils.
- Social media proudly posts images of **all** groups of pupils.
- Learning Beyond the Classroom is praised and rewarded for **all** groups of pupils.

**Compete, with the belief that we have every chance of success**
Our Biorhythmic Timetable structures, regulates and calms children so that **all** are ready to learn and to *be ready to compete with the belief that they have every chance of success.*
High expectations of behaviour of **all** children ensures that there is a sense of calm and order so that **all** children can *feel ready to compete with the belief that they have every chance of success.*
A rich, aspirational curriculum motivates **all** children to learn and to *be able to compete with the belief that they have every chance of success.*
High-quality teaching informed by adaptive practices and evidence-based pedagogy enables **all** children to *feel able to compete with the belief that they have every chance of success.*

Evidence of this Aim in action includes, but is not limited to:

- Swinemoor X Factor
- Swinemoor's Got Talent
- Masterchef
- Story Writing Comptetition
- Young Apprentice
- Public Speaking Competition
- Sports Competitions including Sports Day.
- Observational Drawing Competition
- Time Question of the Day Competition
- Graduate, Master's, Double Master's, Triple Master's Awards
- University Challenge

*All pupils compete in almost all of these. Some competitions are for older pupils only, where all groups are represented.*

**Develop a culture where we take appropriate risk**

Our Biorhythmic Timetable structures, regulates and calms children so that **all** are ready to learn and to *be prepared to take appropriate risk.*

High expectations of behaviour of **all** children ensures that there is a sense of calm and order so that all children can *feel able to take appropriate risk.*

A rich, aspirational curriculum motivates **all** children to learn and to *feel able to take appropriate risk.*

High-quality teaching informed by adaptive practices and evidence-based pedagogy enables **all** children to *feel able to take appropriate risk.*

Evidence of this Aim in action includes, but is not limited to:

- All internal competitions (See above for many examples)
- Competing on behalf of the school
- All performances

- Auditions for Chamber Choir
- Individual ABRSM music examinations
- Graduate Awards Testing
- Master's Awards Testing
- Captaining University Challenge
- Interviews for 'jobs'
- Speaking up in assembly
- Speaking to camera for the Swinemoor Weekly News Broadcast

**Enable people to work together, in order to achieve more than we could on our own**

Our Biorhythmic Timetable structures, regulates and calms children so that **all** are ready to learn and *to work together, in order to achieve more together than on their own*.
High expectations of behaviour of **all** children ensures that there is a sense of calm and order so that all children can *work together, in order to achieve more together than on their own*.
A rich, aspirational curriculum motivates **all** children to learn and *to work together, in order to achieve more together than on their own*.
High-quality teaching informed by adaptive practices and evidence-based pedagogy enables **all** children *to work together, in order to achieve more together than on their own*.

Evidence of this Aim in action includes, but is not limited to:

- School Council
- Weekly Green Task
- Masterly Minds Meetings
- Choir presentations
- Inter and intra school sporting competitions
- Paired and group games at the Play Club
- School Games Crew
- Engagement with parents: *termly progress/attainment reports, termly parents' evenings, and an invitation to make an appointment to see class teachers and SLT at*

*any mutually convenient time. Parents are also warmly welcomed to our regular concerts and end of year prize giving.*

- Engagement with external agencies *(eg Behaviour Support Team, Mental Health Team, SALT, Educational Psychologist, Social Workers, Education Welfare Officers, The Children's Centre)*

**2.Evidence-based support**

This ensures that early intervention based on proven approaches is a priority across the school.

At Swinemoor Primary School, we look carefully at areas of need and barriers to learning**.** Our inclusive practice is informed by national statutory guidance, strengthened by local authority expectations, and implemented through carefully designed whole-school systems. Together, these layers ensure that barriers to learning are identified early and addressed systematically.

**National Frameworks**

Aligned with the **SEND Code of Practice (2015)**, we recognise four broad areas of need and respond through high-quality teaching, adaptive practice and targeted support. The table below shows some of the approaches used by the school. For a more detailed analysis, see the school's audit of Ordinarily Available Inclusive Provision.

| Area | Example Barriers | School Approach |
|---|---|---|
| **Communication & Interaction** | Speech and language needs, social/pragmatic skills, EAL | Speech & Language interventions, structured talk, modelling, visual scaffolds, specific SALT interventions, daily dictation, a key focus on oracy. |
| **Cognition & Learning** | Dyslexia, working memory limits, processing speed, gaps in learning | Adaptive teaching, scaffolded support, Biorhythmic Timetable, targeted interventions, precision teaching, outdoor provision boxes |
| **Social, Emotional & Mental Health** | Anxiety, low resilience, attachment difficulties | Oasis of Calm approach, Biorhythmic Timetable, PSHE curriculum, Boxall profiles, Playtime Hub, pastoral check-ins, Change the story Chatta intervention group, Referrals to Mental Health Team, MHT drop-ins once a month. |
| **Sensory & Physical** | Hearing/vision impairment, fine/gross motor needs, sensory processing | Classroom adaptations, specialist equipment, liaison with external therapists, staff training, outdoor provision boxes |

In addition, we address contextual barriers such as attendance, home adversity, safeguarding vulnerability and health needs through early identification and multi-agency collaboration.

**Local Frameworks (East Riding)**

Our provision aligns with **East Riding's Ordinarily Available Inclusive Provision (OAIP)** expectations, ensuring that inclusive practice is embedded as standard rather than exceptional. Our **OAIP Audit** evidences ongoing evaluation and refinement of inclusive practice through thorough and regular monitoring.

Through the OAIP framework, we:

- prioritise adaptive teaching before specialist intervention
- ensure reasonable adjustments are routinely available
- implement graduated responses through Assess Plan Do Review cycles
- use evidence-informed strategies that benefit all learners
- strengthen partnership working with external services

This ensures consistency with local authority guidance and equity of provision for all pupils.

**3.High-quality teaching**

At Swinemoor Primary School, our curriculum is designed to be accessible for all learners.

Our Teaching and Learning Policy explicitly sets out the pedagogies used by staff in order to allow all learners to access the curriculum. In addition, we explicitly teach, model, and recognise learning behaviours as the habits that underpin success. These behaviours enable pupils to engage fully with the curriculum, develop independence, and collaborate effectively:

- **Engagement & Curiosity** – Pupils are encouraged to explore, question, and take an active role in their learning.
- **Independence & Responsibility** – Pupils learn to manage tasks, organise themselves, and take ownership of their learning.
- **Collaboration & Respectful Interaction** – Pupils develop skills to work effectively with others, communicate respectfully, and contribute to group success.
- **Secretarial Endurance** – Foundational behaviour ensuring pupils develop stamina, organisation, and self-regulation to sustain high-quality work.

Learning behaviours are explicitly taught through high-quality teaching, structured routines, feedback, and reflection. They underpin our inclusive curriculum, enabling pupils to maximise their potential and engage meaningfully in school life.

**4.Accessible and enriching provision**

At Swinemoor Primary School, we provide many opportunities beyond the classroom to ensure equal access.

Examples include:

- Learning Beyond the Classroom Homework Book - *designed and written by Swinemoor staff who know these children well and are best placed to suggest appropriate learning activities for them to complete at home.*
- School Council – *members are elected from EYFS to Y6.*
- School Games Crew – *this pupil-led group lead play-based, outdoor activities for all children.*
- Computer Club – *Led by Mr McGowan, for EYFS/KS1 children*
- Gross Motor Skills Play Group – *Led by Mrs Hill, for children in both Key Stages*
- Senior Choir – *anyone from KS2 can join this singing group.*
- Dead Poets' Society – *children from Y6 are invited to belong this group.*
- Graduate Award Scheme – *anyone from KS2 can take part in this.*
- Meeting of Masterly Minds Group – *anyone from KS2 can access this.*
- Sports Clubs and Sporting Events – *all pupils can access these.*
- Weekly Green Task – *all pupils can access this.*
- Lunchtime Clubs such as Reading, Art and Knitting – *all pupils can access these.*

**5.Safe and respectful culture**
At Swinemoor Primary School, we strive to foster a sense of belonging; and we support attendance.

We promote **resilience** at Swinemoor Primary School, believing that this helps to keep children safe. It is nurtured in two interconnected strands:

**Operational Resilience**

Operational Resilience ensures the school functions safely, effectively, and sustainably, even in the face of challenges or unexpected events. Strong operational systems provide the stable and safe environment in which pupils can learn and flourish. Key aspects include:

- Critical incident planning and response procedures
- Risk management, health and safety compliance, and regular training
- Cybersecurity, data protection, and information governance
- Environmental sustainability and resource stewardship
- Business continuity planning and financial efficiency

These systems protect the conditions for excellent learning and ensure that the school remains a safe "oasis of calm" for pupils and staff, regardless of external pressures.

**Educational & Personal Resilience**

Educational & Personal Resilience focuses on the growth of pupils as confident, adaptable, and determined individuals. It is developed through the curriculum, routines, and pastoral support, enabling children to manage challenges and thrive academically and personally. Key strategies include:

- Rich, aspirational curriculum that encourages high achievement
- Biorhythmic Timetable providing structure and regulation

- Evidence informed teaching and adaptive practice
- Explicit focus on emotional literacy, wellbeing, and protective behaviours through PSHE, SRE, and safeguarding education
- Opportunities for collaboration, leadership, competition, and risk-taking
- Pastoral support and guidance that strengthens self-confidence, persistence, and self-regulation
- Careers education fostering understanding of strengths and future pathways

By integrating both strands, Swinemoor ensures that resilience is not only taught but experienced daily, allowing pupils to engage, adapt, and succeed in a stable, supportive, and ambitious school environment.

Attendance is monitored carefully, with activity in place in order to ensure that as many children as possible attend school as often as possible.

Attendance-boosting initiatives include:

- Personal rewards (Dojos and Attendance Pencils) for 100% attendance every half term
- Class and individual Dojos given for daily and cumulative attendance
- Certificates sent home for high and full attendance each term
- Treats for the classes with the highest weekly attendance, announced in Praise Assembly every Friday
- Phone calls made from teaching staff to ascertain whether or not there are barriers to attendance for individuals that school could help to remove
- Breakfast bun/croissant/similar provided once a week
- Texts sent home to remind parents/carers/pupils of special planned activities designed to enthuse children and boost attendance
- Support offered via The Children's Centre to those who have EBSA
- Involvement from the EWOs when attendance is particularly poor

Our **Attendance Strategy** provides a more detailed account of this.

**6.Partnerships with families**
At Swinemoor Primary School, we work closely with families and wider services.

All families receive a letter from the Head Teacher every week. Class teachers and teaching assistants meet, greet and dismiss children, and will happily have short conversations with parents and carers then. All families are encouraged to request a phone call or meeting with the Senior Leadership Team if or when they feel that this is needed. Families are connected to the school via the Dojo system and Instagram/Facebook feeds. Families who need extra support are well looked after by our DSL. Safeguarding and child protection is taken very seriously at Swinemoor Primary School. We work closely with staff at The Children's Centre next door, including Family Support Workers, Early Help staff, Social Workers and the Mental Health Team. We also work with the Behaviour Support Team, the Educational Psychologists, the EHCOs, SENDIASS and SALT.

Our **Parental Engagement Strategy** provides a more detailed account of this.

**7.Inclusive environments**

Swinemoor Primary School is committed to making continuous improvements to accessibility.

We aim to increase the accessibility of provision for all pupils, staff and visitors to the school and therefore, an **Accessibility Plan** has been developed to ensure that:

- The extent to which disabled pupils can participate in the curriculum is increased
- The physical environment of the school is improved to enable disabled pupils to take better advantage of education, benefits, facilities and the services provided
- The availability of accessible information to disabled pupils is improved.

The plan is also structured to support the school's Equality Objectives and has taken into consideration findings from an Accessibility Audit, which was carried out November 2025, by various members of staff. This Accessibility Audit will be undertaken on an annual basis and the Accessibility Plan will be reviewed at least every three years.

**Addendum**

**Alignment to Policies**

This Inclusion Statement **links to the following suite of operational and educational policies**, providing coherence and clarity.

**Educational Policies**

The following educational policies form part of the suite aligned with this Inclusion Statement:

- Special Educational Needs (SEND) Policy
- Behaviour Policy
- Teaching & Learning Policy
- Biorhythmic Timetable
- Personal, Social and Health Education (PSHE) Policy
- Relationships and Sex Education (RSE) Policy
- Safeguarding & Child Protection Policy
- Anti-Bullying Policy
- Careers Policy

**Operational Policies**

While operational policies are not formally part of this suite, they demonstrate the thought and care that underpin inclusion at Swinemoor Primary School. These include but are not limited to:

- Health & Safety Policy
- Critical Incident Plan

- Risk Register
- Green Policy
- Site Security & Access
- Fire Evacuation Plan
- School Lockdown Procedures
- First Aid Policy
- Educational Visits Policy
- Bereavement Policy

**Supporting Frameworks**

The following frameworks further support inclusion and resilience across the school:

- Ordinarily Available Inclusive Provision (OAIP) Audit
- Resilience Statement
- Learning Behaviours Framework

**Note:** All policies should be read in conjunction with this Inclusion Statement. Together, they operationalise our commitment to inclusion, learning, resilience, and wellbeing.

**Roles and Responsibilities**

| Role | Responsibility |
|---|---|
| Governors | Monitor inclusion and SEND effectiveness; ensure statutory compliance; oversee resourcing |
| Headteacher and SLT | Promote inclusive culture, curriculum and staffing; strategic oversight |
| SENDCO | Lead identification, provision, Assess Plan Do Review cycles; liaise with agencies; staff training |
| Teachers | Deliver inclusive, high-quality teaching; identify barriers early; implement adaptations and interventions |
| Support Staff | Deliver targeted support; reinforce routines and expectations; contribute to monitoring |

**Monitoring & Review**

Inclusion is monitored and evaluated through:

- Pupil progress and attainment data
- Pupil voice
- Attendance and behaviour metrics
- Quality of teaching, learning walks and book scrutinies
- Case studies and IEP scrutiny
- Governor scrutiny
- OAIP audit
- Portfolio

This statement, and the suite of linked policies, is reviewed every year to ensure continued effectiveness, statutory compliance, and alignment with best practice.

**Key Message**

Inclusion at Swinemoor is not an optional add-on. It is core to our culture, curriculum, and daily practice, operationalised through a coherent framework of policies, practices, and routines that allow every child to thrive academically, socially, and emotionally.

**Impact and Accountability**

This has been built not bolted on at Swinemoor for many years as evidenced in our OFSTED reports. Once government expectations become clear regarding budget, report and publishing the school shall be compliant as soon as practicable.

April 2026

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