

Crossflatts Primary School



Crossflatts
PRIMARY SCHOOL

Inclusion Strategy 2026-2029

Signed by:

N Bennett	Headteacher	Date:	October 2026
M Morgan	Chair of Governors	Date:	October 2026
L Reynolds	Assistant Head & SENDCo	Date:	October 2026

Inclusion Strategy

Crossflatts Primary School

"Family, Flourish, Fly"

Vision and Ethos

At Crossflatts Primary School, inclusion is not an add-on—it is part of who we are. It shapes every lesson, every interaction and every decision we make. We aim to create a community where every child belongs, is known and receives what they need to succeed.

Guided by our motto—*Family, Flourish, Fly*—we recognise that inclusion does not mean everyone gets the same; it means every child receives the support, opportunity and challenge they need to thrive.

This strategy has been developed in collaboration with staff, governors, pupils and families and reflects Crossflatts Primary School's commitment to ensuring that inclusion is embedded in every aspect of school life.

It builds upon our September 2026 whole-staff inclusion development programme and forms a key element of our school improvement priorities for 2026-2029.

These principles were introduced to all staff during our September 2026 inclusion development programme and will continue to underpin professional development, school improvement planning and day-to-day practice across the school.

Crossflatts
PRIMARY SCHOOL

Family

A nurturing and inclusive community where every child and family feel safe, valued and connected.

Flourish

Every pupil is supported to thrive academically, socially and emotionally through expert teaching, strong relationships and high expectations.

Fly

Children are equipped with the confidence, independence and character to succeed in the wider world.

As a two-form entry primary school with a resourced provision for children with Autism. We are proud that inclusivity is our warp and weft, with inclusion and belonging acting as the interwoven threads that create the fabric throughout the whole school community and not something that happens separately or additionally.

Our inclusive culture is reflected not only in our provision, but in the experiences of our children every day—calm classrooms, strong relationships, positive behaviour, high attendance and pupils who feel safe, valued and successful.

Our Inclusive Culture

At Crossflatts, we believe inclusion is seen in the everyday moments: children attending well, pupils feeling safe enough to take risks in learning, calm classrooms, positive relationships and every child knowing they belong.

We are proud of the way our staff support children with a wide range of needs whilst maintaining ambition for all. Our school community reflects warmth, consistency and high expectations, enabling children to flourish both academically and emotionally.

The Character and Culture Compass

Our Character and Culture Compass ensures inclusion is lived every day.

Belonging (Family)

Every child is seen, understood and included as a valued member of our school community.

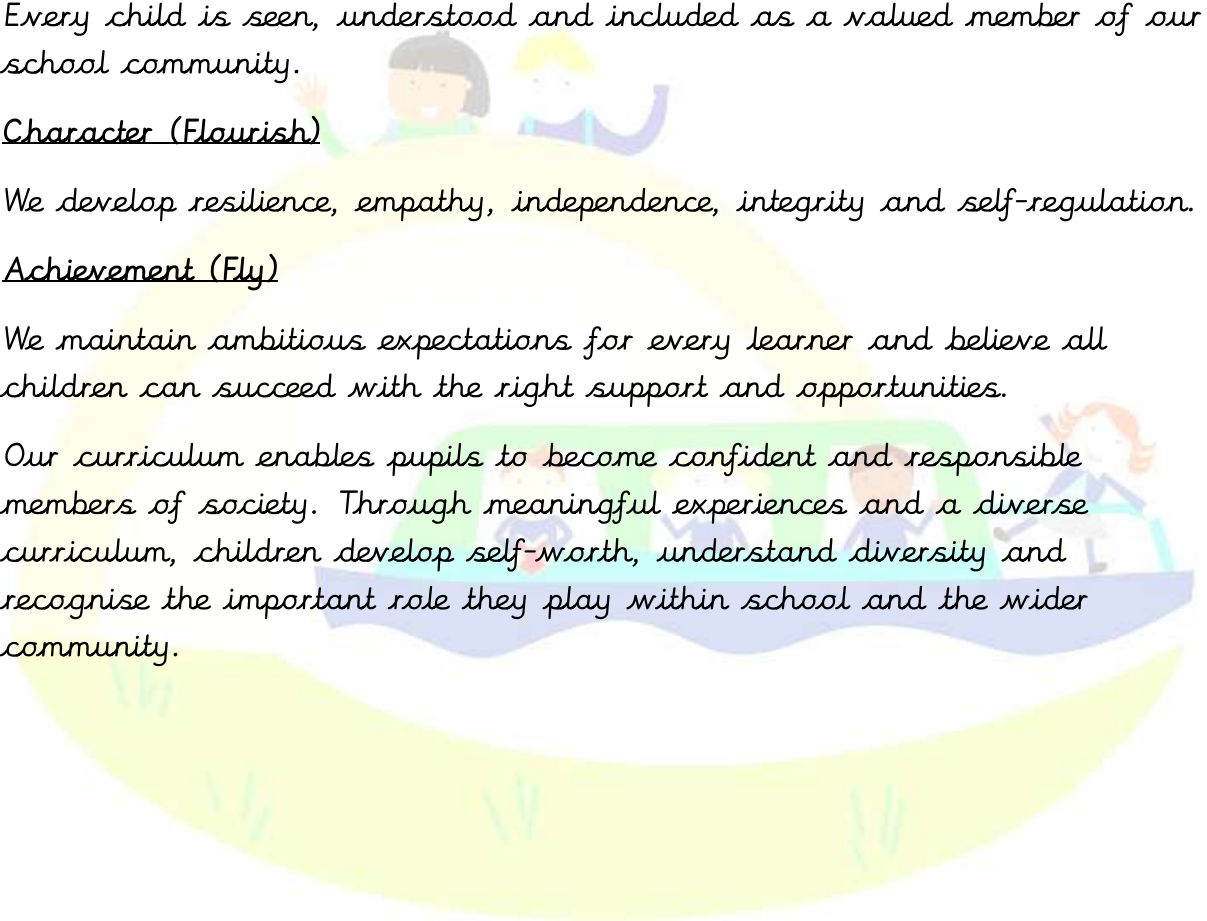
Character (Flourish)

We develop resilience, empathy, independence, integrity and self-regulation.

Achievement (Fly)

We maintain ambitious expectations for every learner and believe all children can succeed with the right support and opportunities.

Our curriculum enables pupils to become confident and responsible members of society. Through meaningful experiences and a diverse curriculum, children develop self-worth, understand diversity and recognise the important role they play within school and the wider community.



Crossflatts

PRIMARY SCHOOL

Strategic Aims

We will:

- Deliver an ambitious curriculum that is inclusive by design, not by exception
- Maintain a calm, positive and emotionally secure school culture
- Ensure every child experiences belonging every day
- Provide adaptive teaching that enables all learners to succeed
- Strengthen independence and confidence for pupils with SEND
- Continue to develop research-informed SEND and autism practice
- Build authentic partnerships with families and the local community
- Broaden horizons by bringing the world to our children
- Develop pupils' character, confidence and readiness for the future
- Continue refining writing fluency and mathematical automaticity through evidence-informed approaches

The Big Start: Building Family

Our Big Start approach ensures inclusion begins from day one.

We prioritise:

- Strong relationships with children and families
- Clear routines and consistent expectations
- Early understanding of children's needs
- Safe, predictable and enabling environments
- Communication-friendly classrooms and routines

For pupils with SEND and autism, this includes personalised transitions, visual supports and close collaboration with families so that every child begins school with a genuine sense of belonging.

Inclusive Curriculum: Enabling Children to Flourish

Inclusion is built into everyday teaching through ambitious and adaptive practice.

We provide:

- High-quality adaptive teaching for all pupils
- Clear scaffolding, modelling and structured support
- Explicit vocabulary and language development
- Universal Design for Learning principles
- Autism-informed approaches, including visuals, routines and sensory awareness
- Evidence-informed approaches to retrieval and fluency

Our carefully sequenced curriculum enables children to build knowledge, confidence and independence over time. Strong outcomes in reading and mathematics reflect the ambition of our curriculum and the consistent support children receive to succeed.

We remain ambitious for every learner whilst adapting provision so all pupils can access learning successfully and experience achievement.

Crossflatts
PRIMARY SCHOOL

Reading Culture

Reading is central to our inclusive approach and wider curriculum vision.

We promote:

- A strong culture of reading across school
- High-quality phonics and early reading teaching
- Rich vocabulary development
- Access to diverse and high-quality texts
- Reading experiences which broaden children's understanding of the world

Through reading, pupils develop confidence, communication, imagination and access to the wider curriculum.

Supporting Independence for Pupils with SEND

We are ambitious for all learners, including pupils with SEND and those within our resourced provision.

We place a strong emphasis on communication, emotional regulation and developing independence so that pupils become increasingly confident, capable and successful within school and beyond.

Adults are deployed thoughtfully to support access to learning whilst encouraging independence, resilience and self-belief. Adaptive teaching, precision intervention and meaningful inclusion within classroom life help pupils access success alongside their peers.

The Graduated Approach

Support for pupils with SEND will be delivered through the graduated approach of Assess, Plan, Do, Review, as outlined in the SEND Code of Practice. Staff will work collaboratively with pupils, families and external professionals to identify needs, implement support and regularly evaluate impact.

Provision will be reviewed regularly to ensure support remains effective, proportionate and focused on improving outcomes for children and young people.

Bringing the World to Our Children: Enabling Them to Fly

We are committed to ensuring every pupil can succeed beyond Crossflatts, regardless of starting point or need.

We provide:

- Enriched learning experiences
- Inclusive educational visits and opportunities
- Visitors and real-world learning experiences
- Diverse curriculum content reflecting the wider world
- Opportunities to explore careers, communities and future possibilities

All experiences are adapted thoughtfully so every child can participate meaningfully and confidently. We strive to ensure that our children are prepared for the challenges of life now in 2026, and beyond.

Whole-School Events: Inclusion in Action

Inclusion is visible in the shared experiences of our school community.

This includes:

- Celebrations of diversity, culture and identity
- Inclusive performances, productions and events
- Opportunities for every child to contribute and succeed
- Genuine integration between mainstream and resourced provision

These experiences reflect the inclusive culture that is lived every day across the school.

Resourced Provision for Autism

Our resourced provision strengthens inclusive practice across the whole school.

We provide:

- Specialist and personalised teaching
- Support for communication, sensory regulation and independence
- Structured and nurturing environments
- Planned opportunities for meaningful mainstream inclusion
- Specialist expertise that supports practice across school

The provision reflects our commitment to ensuring pupils with autism experience belonging, ambitious learning and increasing independence.

Family and Community Partnerships

We know successful inclusion depends upon strong partnerships with families and the wider community.

We are committed to:

- Working collaboratively with parents and carers
- Listening carefully to family voice
- Building strong partnerships with local organisations and services
- Supporting families with empathy, honesty and openness
- Celebrating the diversity of our community

Our school family extends beyond the school gates.

Pupil Voice: Supporting Children to Fly

We believe all children should have opportunities to express themselves, influence decisions and develop leadership.

We ensure:

- Communication is adapted so all pupils can share their views
- Copious leadership opportunities are accessible to pupils with SEND
- Pupil voice helps shape school improvement
- Children develop confidence, independence and self-advocacy
- Pupil voice remains central to our inclusive culture.

Crossflatts
PRIMARY SCHOOL

Staff Expertise

Inclusion is driven by highly trained skilled, reflective and knowledgeable staff.

We invest in:

- Ongoing professional development in SEND and autism
- Evidence-informed practice
- Coaching and collaboration
- Constant reflection and adaptation
- Staff wellbeing and sustainable systems
- High expectations for all learners

Our stable and committed staff team plays a vital role in creating consistency, trust and positive relationships for children and families.

Equality, Accessibility and Reasonable Adjustments

Crossflatts Primary School is committed to fulfilling its responsibilities under the Equality Act 2010.

We will make reasonable adjustments and provide appropriate support to ensure disabled pupils can access learning, opportunities and the wider life of the school.

We are committed to removing barriers, promoting equality of opportunity and ensuring that all children can participate fully in school life regardless of need, disability or background.

Measuring Impact

We know inclusion is effective when:

- pupils feel that they belong
- attendance is strong and children want to come to school
- there have been no exclusions in 16 years at our school
- behaviour is calm, respectful and positive
- pupils with SEND access learning successfully alongside their peers
- children develop increasing independence and confidence
- families feel welcomed, listened to and supported
- all pupils achieve well from their starting points
- children are prepared socially, emotionally and academically for their next stage
- Impact will be evaluated through:

Progress from individual starting points.

- Achievement of SEND Support Plan and EHCP outcomes.
- Attendance and persistent absence data.
- Behaviour and exclusion data.
- Participation in enrichment activities, trips and leadership opportunities.
- Pupil voice and wellbeing surveys.
- Parent and carer feedback.
- Quality of teaching and adaptive practice across the school.

Governance and Accountability

The implementation of this strategy will be led by the Headteacher, Senior Leadership Team and SENDCo.

Named leaders responsible for monitoring the impact of this strategy are:

Chair of Governors: Mary Morgan

SEND Governor: Alicia Dray

SENDCo: Laura Reynolds

Governors will receive regular updates regarding attendance, behaviour, outcomes, provision, pupil voice and parent feedback to monitor the effectiveness of inclusive practice across the school.

Inclusion will remain a standing priority within school improvement planning and governor monitoring activities.

At Crossflatts Primary School, inclusion is not an initiative—it is our daily lived experience. Through Family, Flourish, Fly, we ensure every child belongs, every child is supported to grow, and every child is given the opportunity to succeed.

Crossflatts
PRIMARY SCHOOL

Supporting Resources

The following appendices provide visual representations of the principles, processes and practices outlined throughout this strategy. They have been developed to support a shared understanding of inclusion amongst pupils, families, staff and governors and form part of our ongoing commitment to embedding inclusive practice across the school.



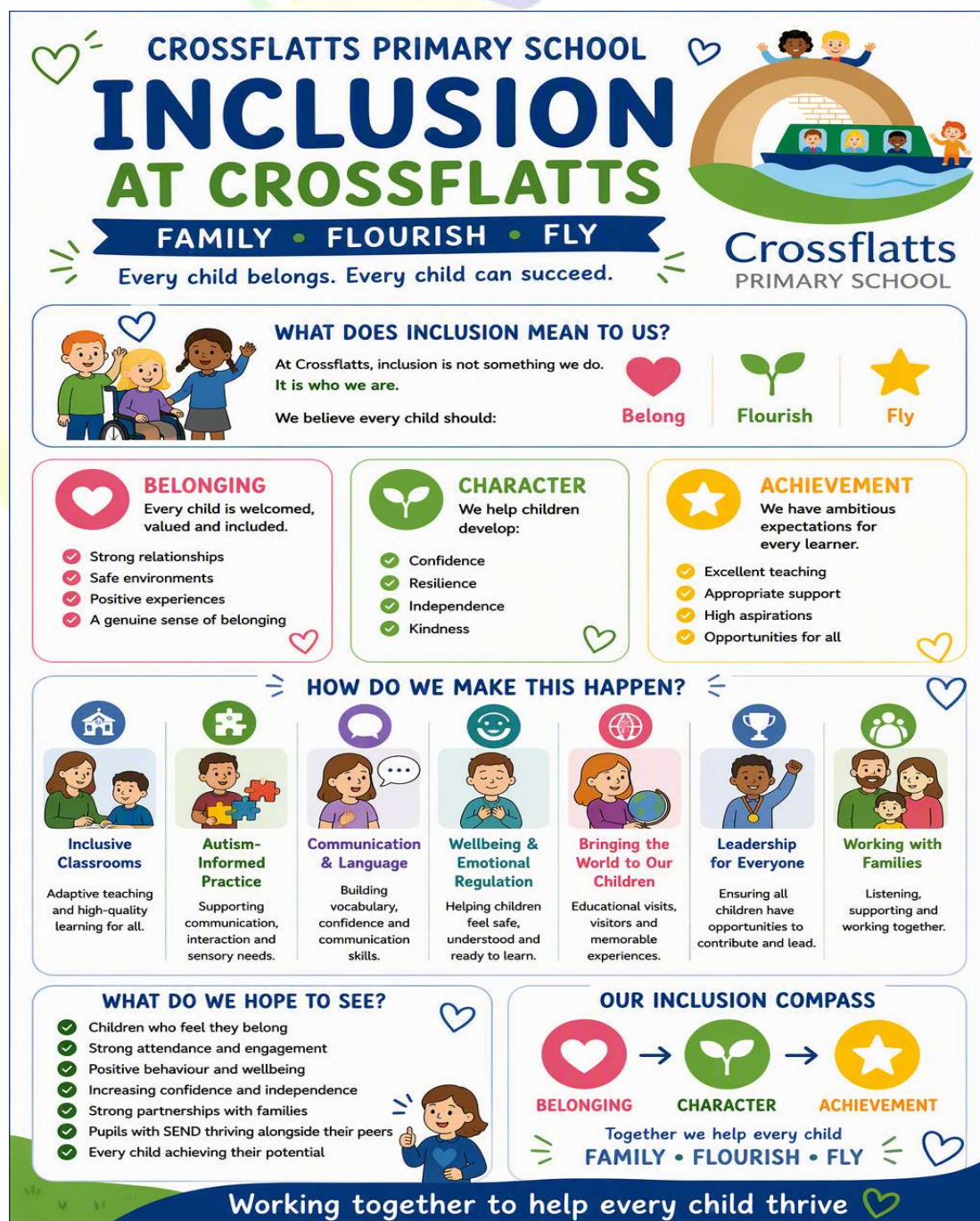
Crossflatts

PRIMARY SCHOOL

Appendices:

Appendix 1: Inclusion at Crossflatts

Appendix 1 provides a visual summary of what inclusion means at Crossflatts Primary School and the practical approaches used to support all children to belong, flourish and succeed.



Appendix 2: Inclusion is More Than Being in the Classroom

Appendix 2 supports the strategic priorities outlined within this document by clarifying our shared understanding of inclusion. At Crossflatts, inclusion is measured not by physical presence alone, but by meaningful participation, belonging and success.

CROSSFLATTS PRIMARY SCHOOL

INCLUSION

IS MORE THAN BEING IN THE CLASSROOM

FAMILY ♥ FLOURISH ♥ FLY

Every child belongs. Every child can succeed.



Crossflatts
PRIMARY SCHOOL

INCLUSION IS...

Ensuring every child can access, participate and progress in learning **in their own way.**



Communication in their way



Learning in their way



Showing what they know in their way



Regulation in their way



Access to the curriculum



Achieving success



Belonging in every part of school life

INCLUSION ISN'T...

Just being present in the room **without access or success.**



Sitting and not understanding



Being present but not engaged



Watching others instead of taking part



Same activity without the right support



Feeling different, left out or unseen

WHAT OTHERS SAY ABOUT INCLUSION

“Inclusion is not about how we design for some, but how we design for everyone.”
– Julie Causton

“Inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone.”
– George Dei

“When a flower doesn't bloom, you fix the environment in which it grows, not the flower.”
– Alexander Den Heijer

“The goal of inclusion is not to have everyone do the same thing, but to have everyone learn together.”
– Julie Causton



INCLUSION IS ACCESS, OPPORTUNITY AND SUCCESS – FOR EVERY CHILD, IN THEIR OWN WAY.



Together we help every child:

FAMILY ♥ FLOURISH ♥ FLY

15

Appendix 3: SEND Support Process

Appendix 3 provides a family-friendly overview of our graduated approach to SEND support and illustrates how concerns are identified, support is planned, implemented and reviewed in partnership with parents, carers and professionals.

