



2025 - 2026

Inclusion Statement

Date created	1 st September 2021
Review period	Annual
Next due for review	September 2026
Governors Committee Responsible	FGB
Date Reviewed	September 2025



Kingsclere CE Primary School

Inclusion Statement

Vision

'Hand in hand we learn, we grow, we soar.'

VISION: Our vision is for our children to be confident and thoughtful individuals with a love for learning.

MISSION: We create a nurturing, inclusive environment with high expectations where children thrive and reach their full potential.

We achieve this through:

- the dedication and passion of our team
- excellence in teaching and learning
- strong partnerships between staff, families and the wider community
- through instilling our core values of Love, Courage and Respect

VALUES: Our school values are Love, Courage and Respect

Rationale

Kingsclere Church of England Primary School is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth. All children share a common entitlement to a broad and balanced curriculum which meets their social, emotional and learning needs. We recognise, respect and value difference and understand that diversity is a strength:

- We take account of differences and strive to remove barriers and disadvantages which people may face in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation;
- We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit the school.

We want every member of our school community to feel that they belong, both within the school and in the wider community, and to know that they are respected, valued, and supported to take part in school life as fully as possible. We are committed to giving all of our children every opportunity to achieve the highest of standards.

Inclusion underpins all our school policies but the following are an integral part of this Inclusion Statement:

Kingsclere CE Primary School
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- SEND Information Report
- Anti-Bullying Policy
- Behaviour Policy
- Child Protection Policy
- Safeguarding Policy
- Equality Policy
- Teaching and Learning Policy
- Supporting Pupils with Medical Needs

Principles

In line with Hampshire County Council, we believe in:

- The entitlement of every child to receive a good education that enables them to maximise opportunity and success in learning and life, irrespective of need, prior attainment, background or circumstance;
- Access for every child to suitable, high-quality provision, which meets diverse need and diminishes barriers to participation and engagement;
- Equity of access and onward life chances; those who need something more or something different in order to realise this ambition do receive something more or something different;
- A rounded education for every child; each having access to and benefiting from a breadth of experience and cultural capital;
- A strong commitment to early intervention and prevention to tackle, diminish or avert potential barriers to success;
- A strong commitment to partnership working which actively seeks and values the contributions of parents/carers and children;
- A happy and memorable childhood for all.

Inclusive provision

Positive and nurturing relationships are at the heart of all we do to ensure that children feel safe and secure and know that they are valued.

We achieve an inclusive environment through a wide range of provision, including (but not exclusively):

- Development of a rich and diverse curriculum and learning environment;
- Setting of challenging targets that ensure all children succeed;
- Embrace a range of teaching and learning styles to suit the needs of different learners;

- Differentiate and adapt the physical environment, resources and curriculum to meet the needs of individuals as necessary;
- Identification of children with particular vulnerabilities and ensure targeted support is provided;
- Use of assessment practices and data that allow clear monitoring of pupil progress at all levels;
- An open dialogue with parents and carers;
- Involvement of external support agencies to provide advice and training to staff;
- Access to extra-curricular activities for all.

Monitoring and Impact

All teachers and support staff have a responsibility to ensure that every child is included in school life, with support and adjustments made so they can participate as fully as possible in ways appropriate to their needs and circumstances. This will be overseen by the Headteacher and Senior Leadership Team and reported to the Governing Body. The voice of children, parents and carers will be sought when monitoring the effectiveness of inclusion across the school.