



Inclusion Policy

for Hertsmeire Jewish Primary School

Reviewed by Mrs A Waller

Reviewed in: September 2026

Date of Next Review: September 2027

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body in September 2026.

It is due for review in September 2027.

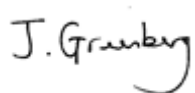
Signature



Headteacher

Date September 2026

Signature Chair



of Governors

Date September 2026

1. Purpose and scope

Hertsmere Jewish Primary School (HJPS) is committed to ensuring that every pupil is welcomed, valued and able to participate fully in learning and school life. We aim to raise achievement and remove barriers to learning and participation for all pupils, regardless of need, ability, disability, background or circumstance.

This policy sets out the school's principles and expectations for inclusive practice. It should be read alongside the Inclusion Strategy 2026–2029, which identifies current barriers to learning and participation and sets out the actions, investment and intended outcomes through which HJPS will further develop its inclusive mainstream offer.

Our approach encompasses pupils with SEND and other pupils who may experience barriers to participation or achievement, including pupils with English as an additional language, looked-after and previously looked-after pupils, disadvantaged pupils, pupils with medical needs, pupils whose attendance causes concern and other vulnerable groups.

2. Our principles of inclusion

At HJPS, inclusion means creating a strong sense of belonging and ensuring that pupils can access a broad, balanced and ambitious curriculum and participate fully in the wider life of the school.

- High expectations are maintained for every pupil.
- Barriers to learning and participation are identified as early as possible.
- High-quality adaptive teaching is the foundation of inclusive provision.
- Reasonable adjustments are made so that disabled pupils and pupils with additional needs can participate and learn alongside their peers.
- Targeted interventions complement, rather than replace, high-quality classroom teaching.
- Pupils' strengths, needs and views are taken into account when provision is planned and reviewed.
- Parents and carers are active partners in decisions affecting their child.
- Difference and diversity are respected and valued throughout school life.

3. Inclusive teaching and curriculum access

All teachers are responsible for meeting the needs of the pupils they teach. Teachers plan proactively for likely barriers and use adaptive teaching, appropriate scaffolding, explicit instruction, high-quality vocabulary and oracy approaches, and suitable resources to enable pupils to access the same ambitious curriculum as their peers.

Where required, staff make reasonable adjustments to teaching, resources, the learning environment, communication and participation. Specialist equipment, visual supports, sensory resources and assistive technology may be used where appropriate.

Support from teaching assistants is planned to promote pupils' access, independence and engagement. Additional adult support and targeted interventions are used purposefully and are reviewed for impact.

HJPS model of inclusive provision

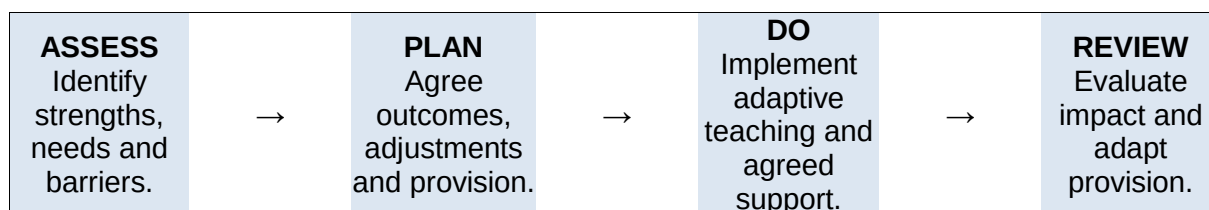
Support increases in intensity and personalisation according to need, while high-quality adaptive teaching remains the foundation for all pupils.

	SPECIALIST / PERSONALISED For a few pupils: specialist advice and highly personalised provision.	
	TARGETED SUPPORT For some pupils: additional, focused support that complements classroom teaching and is reviewed for impact.	
	UNIVERSAL PROVISION For all pupils: ambitious curriculum, high-quality adaptive teaching, inclusive classroom practice and reasonable adjustments.	

4. Early identification and the graduated response

HJPS recognises the importance of early identification. Teachers monitor pupils' learning, progress, attendance, wellbeing, communication and participation and raise concerns promptly where a pupil is experiencing persistent or significant barriers.

Where additional support is required, the school follows a graduated approach:



Assess → Plan → Do → Review is a continuing cycle as pupils' needs and progress change.

Assess	Gather information about the pupil's strengths, needs, progress and barriers, drawing on assessment, observation, pupil and parent voice and, where relevant, specialist advice.
Plan	Agree appropriate outcomes, adjustments, provision and interventions, including how impact will be measured.
Do	Implement the agreed provision. The class teacher retains responsibility for the pupil's learning and progress.
Review	Evaluate impact, seek pupil and parent views and adapt provision in response to evidence and changing needs.

Where a pupil may have special educational needs, identification and provision are managed in accordance with the school's SEND Policy and SEND Information Report. Where appropriate, HJPS works with external professionals and services to obtain specialist assessment, advice and support.

5. Participation, wellbeing and belonging

Inclusion extends beyond academic access. HJPS seeks to ensure that pupils feel safe, valued and able to participate in the full life of the school, including enrichment and the wider curriculum.

Where social, emotional, communication, sensory, physical, medical or other needs affect participation, staff will consider appropriate support and reasonable adjustments. The school promotes positive relationships, emotional regulation, resilience and increasing independence.

6. Pupil and parent/carer participation

Pupils are encouraged to contribute to decisions about their learning and support in ways that are appropriate to their age and needs. Their views may be gathered through discussion, pupil voice, reviews, questionnaires and other accessible approaches. HJPS works in partnership with parents and carers. Where a pupil is receiving additional or SEND support, parents will be involved in planning and reviewing provision. The school recognises that families hold important knowledge about their child and seeks to maintain clear, respectful and constructive communication.

7. Roles and responsibilities

The Governing Body

- Oversees the school's approach to inclusion and ensures that appropriate provision forms part of school improvement and strategic planning.

- Monitors the quality and impact of provision for pupils with SEND and other vulnerable groups.
- Ensures that the school has regard to relevant statutory duties, including equality, accessibility and SEND requirements.

The Headteacher

- Has overall responsibility for the implementation of this policy and for establishing a whole-school approach to inclusive education.
- Ensures that the quality of teaching, provision and participation is monitored and that governors are kept appropriately informed.
- Ensures that statutory SEND information is published and reviewed as required.

The Inclusion Leader / Inclusion Team

- Coordinates and monitors inclusive provision and supports early identification and the graduated response.
- Advises and supports staff in meeting pupils' needs and developing inclusive classroom practice.
- Works with pupils, families and external professionals and supports effective transition.
- Monitors provision, interventions and outcomes and contributes to staff professional development.
- Maintains appropriate records and supports the effective deployment of additional provision and resources.

Class teachers

- Are responsible for the learning, progress and participation of every pupil in their class.
- Use high-quality adaptive teaching and make reasonable adjustments where required.
- Identify emerging concerns, implement agreed provision and contribute to Assess–Plan–Do–Review.
- Work collaboratively with support staff, the Inclusion Team, pupils and parents/carers.

Teaching assistants and other support staff

- Support pupils in accordance with agreed plans and under the direction of the class teacher and Inclusion Team.
- Promote pupil independence and participation and provide useful feedback about pupils' responses and progress.
- Deliver targeted interventions where appropriately trained and ensure that these complement classroom teaching.

8. Equality, accessibility and reasonable adjustments

HJPS is committed to equality of access and opportunity and to preventing discrimination, harassment and bullying. The school makes reasonable adjustments for disabled pupils and works to improve access to the curriculum, the physical environment and information. This policy should therefore be read alongside the school's Equality Objectives and Accessibility Plan. Individual medical or personal care arrangements are addressed through the relevant school procedures and plans.

9. Working with external professionals and transition

Where specialist advice is needed, the school may work with relevant education, health, social care and other professional services, normally in partnership with parents/carers. Recommendations are incorporated into provision where appropriate and reviewed through the graduated approach.

HJPS plans carefully for transitions between year groups, phases and schools. Relevant information is shared appropriately so that pupils experience continuity of support.

10. Monitoring and evaluation

The effectiveness of inclusive practice is monitored through a range of evidence, including assessment information, pupil progress meetings, provision mapping, intervention reviews,

attendance and wellbeing information, lesson visits, work scrutiny, pupil voice, parent feedback and school self-evaluation.

The Inclusion Strategy 2026–2029 provides the school's current improvement priorities and intended outcomes. It is reviewed annually so that activities and priorities remain responsive to pupils' changing needs.

This Inclusion Policy will be reviewed annually, or earlier where changes in legislation, statutory guidance or school circumstances make this necessary.

11. Complaints

Concerns about a pupil's provision should normally be discussed with the class teacher or Inclusion Leader in the first instance. Where a concern is not resolved, parents and carers should follow the school's Complaints Policy.

12. Related policies and documents

- Inclusion Strategy 2026–2029
- SEND Policy
- SEND Information Report
- Accessibility Plan
- Equality Objectives
- Pupil Premium Strategy
- Behaviour Policy
- Safeguarding / Child Protection Policy
- Complaints Policy
- School Development Plan