



Our Inclusive Philosophy

We Meet Children Where They Are

We know that children develop at different rates and have different strengths, challenges and experiences. We are passionate about taking children from their starting points and guiding them in their own learning journey over time, at the pace they feel comfortable.

Our Commitment

At Long Lane, inclusion is not an initiative or a programme.

It is who we are.

We are committed to ensuring every child:

- ✓ Feels safe and valued
- ✓ Has access to learning
- ✓ Receives support when needed
- ✓ Is celebrated for who they are
- ✓ Is challenged to achieve their best
- ✓ Feels a true sense of belonging

Together with our families, we strive to create a school community where every child can flourish.

Why Inclusion Matters at Long Lane

At Long Lane Primary School, inclusion is not a programme or an initiative. It is simply who we are.

Like all schools, we face challenges. Children experience worries, friendships can become difficult, some pupils need additional support and families sometimes need guidance. We don't always see the same thing as you do at home and we don't always agreed on everything but we listen and trust each other. What makes the difference is how we respond to what is needed.

We pride ourselves on being a school that listens without judgement, responds quickly and works with families to find solutions. We take the time to understand people, meet them where they are and resolve concerns in a timely manner with consistency and care. Most often incidents are resolved in school and pupils feel satisfied and safe with the outcome. This builds trust with children and parents alike.

As a result, whilst we still receive concerns from time to time, complaints are rare. More often than not, parents tell us, *"We know you will sort it."* This trust is something we value deeply and work hard to maintain every day.

Building a School Where Children Want to Be

One of the biggest challenges facing schools nationally is attendance and Emotional Based School Avoidance. We understand that this is often linked to anxiety, so our first priority is making school a place where children genuinely want to be.

We believe children thrive when learning is engaging, enjoyable and purposeful. Through active learning, immersive experiences, outdoor education and supportive classroom environments, we make learning accessible and exciting for all. When children feel happy, listened to and successful, they are naturally more motivated to attend and participate.

This is about curriculum and how we interpret it but also about having approaches available for everyone to access learning such as active learning, support in class, classroom environment and ordinarily available provision as well as understanding that some children just need something specific.

Many worries and friendship issues don't become larger concerns because children trust that adults will listen and help sort things out. When children feel heard, they feel happier, more confident and more secure.

When there are greater concerns over attendance or anxiety, we act appropriately but with a solution focused approach, attempting to work with families on alleviating barriers to successful attendance or anxiety.

Equity Over Equality

One of the most important values we teach at Long Lane is the difference between equality and equity.

We help our children understand that fairness is not always about everyone getting exactly the same thing. Fairness means giving people what they need to succeed.

This means some children may have reasonable adjustments while others do not need them. We actively teach children that if someone needs support, they should receive it. By normalising support in this way, we remove stigma and encourage acceptance of difference.

Our children learn that everyone is unique and that we all have different strengths, challenges and needs. This creates a culture where support is welcomed rather than questioned.

Working in Partnership with Parents and Communication

We firmly believe that parents know their children best.

Strong relationships between home and school are at the heart of our inclusive approach. We work closely with families, communicate openly and always strive to be honest about both successes and challenges.

We keep parents informed, seek feedback regularly and involve families in school improvement wherever possible. We welcome different perspectives and value the experiences and ideas our families bring.

Communication is also about promoting what the school is doing to improve at every stage, taking ideas from parents and understanding that all community perspectives have value.

Our approach is simple: parents are experts in their children and schools are experts in education. By working together, we achieve the best outcomes for children.

Challenge and Support in equal measure

We Challenge and support in equal measure. We actively ask parents what support they need, such as their expectations of support and how they prefer to receive news about their child but give honest answers about what we are able to provide. We find compromise where we can but always keeping the child at the centre of every decision we make. We accept challenge from parents where necessary, are open to accepting and correcting mistakes and work with families to provide the best solutions for all. We Include parents in our operational decisions and improvements wherever possible always asking for feedback.

Not Sweating the Small Stuff

Small adjustments can make a huge difference. We don't sweat the small stuff. We focus on the outcome rather than the rule. Rules are important but they don't trump successful outcomes.

Whether it is adapting a uniform requirement, making a reasonable adjustment or finding a practical solution to a difficulty, we focus on what will help the child thrive rather than becoming distracted by unnecessary barriers.

By reducing stress and showing flexibility where appropriate, we often find that confidence, engagement and cooperation improve naturally.

Learning through mistakes (First Attempt in Learning)

As a school we learn when we make mistakes. This is what we actively teach our children too and we want to lead by example. We review our procedures regularly and are open about this with parents, we admit when we make mistakes, put more work in and reflect on the feedback we are given by parents, acting on it quickly. We even have a dedicated group of parent representatives 'Parents As Liaisons with School' or PALS to support us with operational decisions and this guides positive changes following reviewing issues from every perspective to ensure the best provision for all. As a school we believe we are always learning. We gather themes and trends and proactively work on them to improve or resolve, we document this and communicate with everyone. Everything we do is deeply rooted in tested theory and studies such as Education Endowment Fund.

Early Support Rather Than Waiting

At Long Lane, we do not wait for a diagnosis to provide support.

If a child needs help, we act early. We put strategies in place, monitor their effectiveness and adapt them when necessary.

Of course a diagnosis, specialist report and advice are of paramount importance and always taken into account. However, often, by the time specialist assessments or diagnoses are completed, the support is already established and working well because we have focused on the child's needs rather than waiting.

High Expectations for Every Child

We have high expectations for all children and refuse to place limits on their potential.

Inclusion does not mean lowering standards. Instead, it means ensuring every child has the opportunity and support needed to achieve their best.

We teach resilience, creativity, independence and confidence. We encourage children to take risks in their learning and understand that mistakes are an important part of growth.

Our aim is to develop lifelong learners who believe they can improve and succeed no matter what challenges they face. With knowledge about our children and families that we have gained through putting the time and effort into relationships, we are ready and proactive about meeting need for everyone. Whatever the barrier, we want to find a way forward.

At Long Lane we make the most of every opportunity to learn. Making mistakes is normalised and part of learning, sometimes even celebrated. Children learn to take risks and that this can really pay off. Where we can, we offer low stakes, high ceiling opportunities that mean all children can be involved, where the focus is on the learning process and not solely on the outcome or correct answer. We offer coaching for children where appropriate to empower them to independently choose what they need to grow and support engagement or learning.

Support for Everyone - Ordinarily Available Provision

One of the strengths of our inclusive approach is that many supportive strategies are available to all children. We believe that this creates an approach described as 'Liberation' – this cuts out stigma, stops isolation and celebrates difference as norm.

Through what we call **Ordinarily Available Provision**, any children can access:

- Movement breaks
- Ear defenders
- Fidget resources
- Active learning opportunities
- Immersive learning experiences
- Alternative ways of recording learning
- Visual supports and classroom aids

Because these supports are available to everyone, they become a normal part of school life rather than something that identifies a child as different. Children learn to be independent in their choice of reasonable adjustment and pick what they need only. This way they are learning to best manage their individual needs for learning rather than relying on someone else to do this for them. Staff will guide and coach where appropriate. This way we can also be proactive about what may fall out of place and provide for it before it does.

With a liberation approach all needs are met, whether diagnosed, waiting referral or neurotypical. Essentially reasonable adjustments are; essential for some, convenient for others and useful to everyone else.

Our teachers are accountable for SEND – At Long Lane each teacher follows a Class Need Analysis process that defines the context of their class and sets their provision which is

reviewed each term. This supports a context approach to provision. SEND Expertise is available to teacher through 'pupil progress meetings', send meetings with the SENDCo and support from the Autism Champion and pastoral team .

Creating an Inclusive Learning Environment

Our curriculum is designed with all learners in mind. Teaching approaches are carefully planned to ensure that children with a wide range of needs can access learning successfully and together.

We know that neurodivergent children benefit from flexible teaching approaches, but so do many neurotypical children. By creating classrooms that work for a variety of learners, we ensure that every child has the opportunity to flourish.

Our outdoor learning opportunities, active play environments and wide range of lunchtime activities also provide children with different ways to develop socially, emotionally, physically and academically.

Celebrating Difference

At Long Lane, we celebrate individuality. We believe in finding a balance between explicit teaching and representation of diversity through the environment and curriculum and also through the attitudes that we show as role models.

Through our carefully planned diversified curriculum and the No Outsiders programme, children learn about equality/equity, diversity, respect and belonging. We teach the concept of **sensitive curiosity**, helping children learn how to ask questions and understand differences respectfully and thoughtfully. We actively teach children about protected characteristics and why they need to have respect for others, even if their belief systems are different.

At the same time, we are clear about expectations. We expect everyone to treat others with kindness and respect, particularly regarding race, disability and all protected characteristics. Where behaviour falls short of these expectations, we provide both protective, education and appropriate consequences through a clear pathway.

A Therapeutic Approach to Behaviour

We recognise that behaviour communicates something.

Our staff work hard to understand the reasons behind behaviour, helping children develop the skills they need to manage emotions, resolve conflict and make positive choices.

We use reflection, restorative approaches and logical consequences to help children learn from mistakes and move forward positively. These tools are visible for children, staff and families and support successful conversations to teach emotional intelligence and help grow staff and children.

Staff are treated therapeutically also. We support equity and balance within our team and this in turn builds trust. Our staff are on the journey with leadership, are a valuable voice in everything that we do and help us to strive within our school values.

Inclusion is Everyone's Responsibility

Every member of staff at Long Lane contributes to our inclusive culture.

Teachers remain accountable for the progress and wellbeing of all children in their class. Through our Class Needs Analysis process, staff carefully consider the context of their classroom, the support required and the effectiveness of provision.

Teachers are supported by our SENDCo through termly SEND meetings for their class, training and monitoring. Our leadership team support staff through pupil progress meetings which take a deeper look into the progress of individuals particularly those who are not reaching their full potential. Additional support is derived from this. Our Ffamily Support team deliver training, support and provision to the wider school and individual children and families with full communication loops to those supporting the child.

Our families are asked to contribute to their child's support targets and to contribute to support in school through conversations with staff.

All interventions are reviewed through a robust **Plan, Do, Review** process and are chosen because they are backed by evidence and educational research, including guidance from the Education Endowment Foundation. We ensure that all training is up to date and this is monitored regularly.

Looking Forward

We believe that every child deserves access to a rich, enjoyable and meaningful education.

Whether through excellent classroom teaching, reasonable adjustments, targeted interventions or bespoke support, our commitment remains the same: ensuring every child feels valued, included and able to succeed.

At Long Lane, inclusion is not about fitting children into a system. It is about creating a system that works for every child.

Because when every child belongs, every child can thrive.