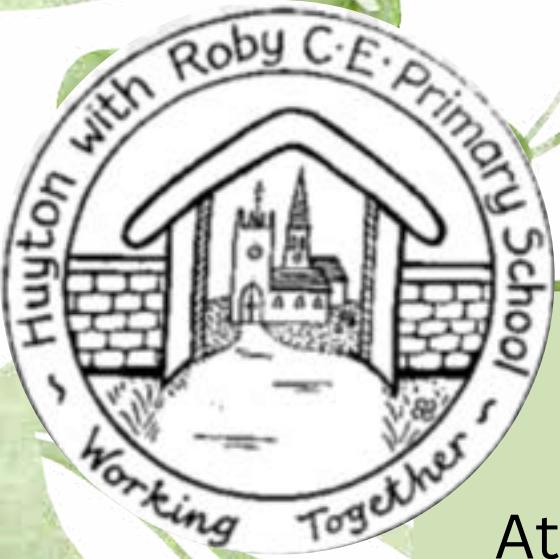




# Huyton with Roby C of E Primary School Inclusion Strategy



## Our Inclusive Practice

At Huyton with Roby CE Primary School, we are dedicated to fostering a strong sense of community and belonging, where every child is valued, respected, and supported to flourish. We believe that all pupils deserve access to a high-quality, ambitious curriculum and inclusive teaching that unlocks their potential and raises their aspirations.

Through early identification and well-targeted support, we address individual needs promptly and effectively, helping to remove barriers to learning and well-being. Our committed staff, guided by ongoing high-quality professional development, cultivate safe and nurturing environments where pupils are encouraged to build resilience, tackle challenges with confidence, and develop as articulate learners who can express themselves with clarity.

We work in meaningful partnership with families, external agencies, and the wider community to create a strong, collaborative network of support. By promoting emotional regulation and personal development alongside academic success, we strive for achievement for all—ensuring every child feels included, valued, and equipped to succeed.



# Our Aspire Curriculum

## **At Huyton with Roby we have the ASPIRE curriculum:**

**A** knowledge rich curriculum, responsive to the needs and interests of all children;

**S**eeking to prepare children for life;

**P**romoting perseverance, resilience, independence and an understanding of the diverse world God has created;

**I**nspiring our children through exciting and challenging experiences with

**R**eading at the heart of our curriculum;

**E**mbedding the development of rich and purposeful vocabulary and language;

# Our Pupil Premium Strategy

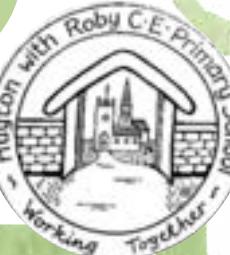
At Huyton with Roby, we recognise knowledge is powerful for all our children. We recognise that our vulnerable children can be challenged with gaps in knowledge and skills which we actively address by using personalised learning.

The key principle of our strategy is to close gaps which include those caused by social disadvantage. As a school we look at individual children and their barriers to learning. Then we focus on high quality teaching promoting an ethos of attainment for all pupils in order to achieve the best possible outcomes. Our ultimate objective for all our pupils is that we have no gap in attainment across all our key stages in any specific group of children and that they achieve their full potential and flourish in our school. That all children are punctual and attend school regularly and that parents engage with school.

Our approach will continue to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment not assumptions.

To ensure our approaches are effective we will:

- act early to intervene at the point a need is identified
- regularly review the impact of our approaches and amend these accordingly
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.



## Enabling Environments

This is promoted through our curriculum including delivery of the My Happy Minds Programme. Whole school approaches (such as Whole class sensory circuits, calm areas and individual sensory diets) are used to support all pupils who experience dysregulation so that they can better prepare themselves for learning, reduce sensory overload, and achieve a regulated state

## Staff Expertise

Staff are supported through ongoing Continuing Professional Development (CPD) that enhances their understanding of both the curriculum and how pupils learn. Within the teaching team, we have the SENCO who has NASENCO and ELKLAN level 3 and four further staff who are currently undertaking the NPQSEN.

## Our Inclusive Practice

### Achievement for all

Achievement for all is considerably planned for through the aspirational curriculum, tailored support, and access to appropriate resources which help to secure positive outcomes for every child.

Achievement is measured from children's starting points with a focus on those most disadvantaged.

### Ambitious Curriculum

Early identification is a key priority in ensuring that all pupils receive the support they need to thrive. Through regular assessment, close observation, and collaboration between teachers, the SENCo, and families, potential barriers to learning are identified as early as possible.



## Culture of Belonging

Through a range of practices including Trauma Informed Practices, we foster a culture of belonging and safety where all pupils (and families) feel valued, safe and understood. This is supported by policies and procedures including our attendance policy.

## Targeted Intervention/Support

The SENCO and class teachers work collaboratively to identify pupils who face significant barriers to learning. Once identified, pupils receive targeted support through a carefully planned programmes of therapeutic and academic interventions. This is included within our individual SEND documentation.

### Early Identification

Teachers use ongoing assessment to adapt their teaching, resources, and support. Specific use of the Pupil Premium Strategy alongside adaptive teaching helps to remove barriers to learning and promotes progress for every pupil, including those with SEND and those who may be vulnerable.

Representation is also carefully considered across the curriculum (to embody inclusive teaching)

### Inclusive Adaptive Teaching

Teachers use ongoing assessment to adapt their teaching, resources, and support. Specific use of the Pupil Premium Strategy alongside adaptive teaching helps to remove barriers to learning and promotes progress for every pupil, including those with SEND and those who may be vulnerable. Representation is also carefully considered across the curriculum (to include inclusive teaching).

## Our Inclusive Practice continued

### External Partnerships

Staff are dedicated in supporting all pupils' needs through effective partnerships with parents, the LA local offer and outside agencies including MHST, Merseycare, and Behaviour Outreach Team. Partnerships are continually evolving and growing!



# Enabling Environments

Ensuring that all pupils, particularly those with additional needs and those who are disadvantaged, receive support with their emotional and behavioural development, using trauma informed practices, alongside our supportive learning environments, this is vital in helping them feel secure and fully involved in their learning at school.

We use a range of planned and preventative strategies to support pupils in developing self-regulation skills, such as maintaining consistent routines, setting clear expectations, using whole-class sensory activities, and providing access to calming spaces and sensory resources. Our staff are trained to identify early signs of dysregulation and respond with sensitivity and appropriate support, including co-regulation approaches and personalised interventions. By promoting a culture of understanding and emotional security, we seek to help pupils take part more confidently in learning and social activities, supporting both their well-being and academic progress.

**Whole class sensory circuit**

**Calm Corners**

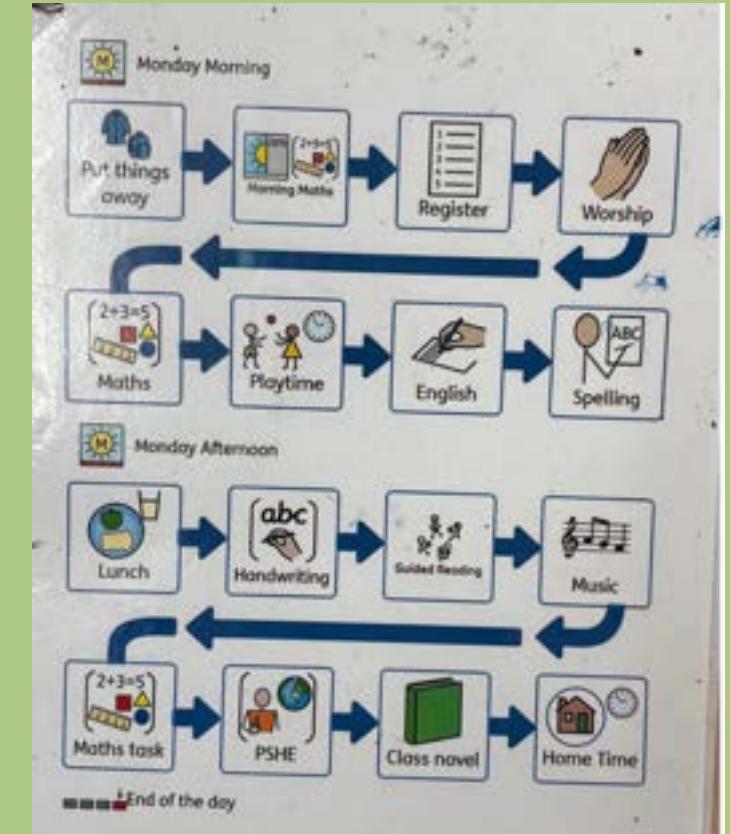
**Visual Timetables**

**Individual Sensory Diets**





# Examples of enabling Environments





# Staff Expertise

Staff development is a core priority in Huyton With Roby, equipping all staff with an understanding of how pupils learn and the importance of creating an inclusive curriculum. Ensuring every child has the opportunity to reach their full potential.

## NASENCO

Staff are supported in developing inclusive practice through the expertise of the school's NASENCO-qualified SENCO, providing practical, reflective support to embed inclusive approaches across the school.

**NASENCO**

National Award for SEN Coordination

## NPQSEN

We have four members of staff that are currently undertaking the NPQSEN, enhancing their own expertise, which in turn informs and elevates the inclusive practice of all staff within our setting. Learning from the course is also widely shared across school.



Department  
for Education



National Professional Qualification (NPQ) for SENCOs  
National Professional Qualification for SENCOs – Primarily for SENCOs, school leaders or aspiring SENCOs.

## Trama Informed Practices

Our deputy head teacher holds the diploma in trauma-informed practice, further enriching the school's expertise in understanding how adverse experiences can impact learning and behaviour

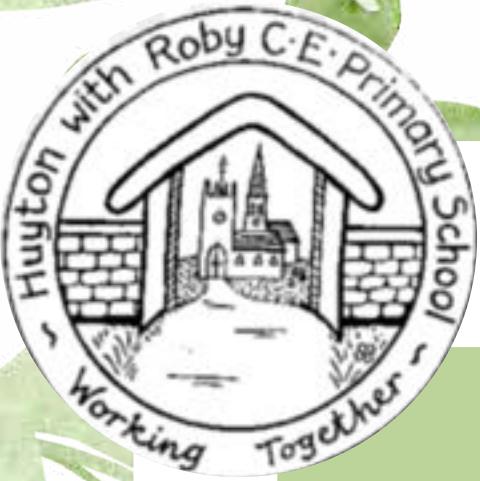
**TRAUMA INFORMED UK SCHOOLS**

## Pins Project

All staff are involved in the Pins Project which is a partnerships for inclusion of neurodiversity in schools (PINS) is a national programme that brings specialist health and education professionals and expert parent carers into mainstream schools.



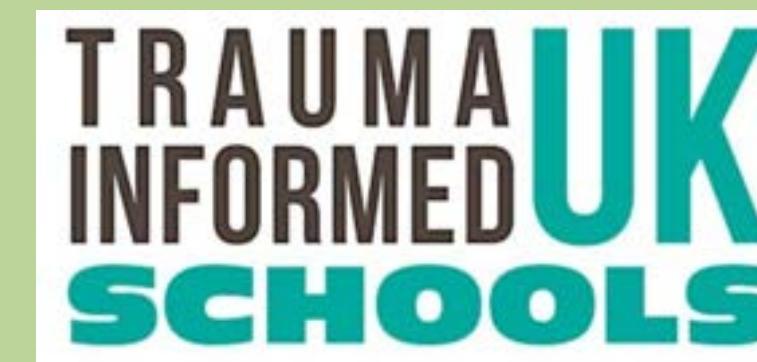
**PINS Project**  
*Partnership for Inclusion of Neurodiversity in Schools*



# Community & Belonging

In our school, children develop a strong sense of belonging and community because they feel welcomed, valued, and safe each day. Through shared routines, classroom activities, and positive relationships with teachers and peers, children learn that they are important members of our school. Group work, class discussions, and whole-school events encourage cooperation, respect, and friendship, helping children to appreciate one another's differences. When children feel listened to and supported, they grow in confidence, build meaningful relationships, and take pride in being part of our school community.

We adopt whole school approaches including:





## SEND Identification Process:

Class teacher, TA, parent or SENCO identify apparent needs/difficulties in a specific area or across a range of areas. Teaching adapted to suit different learning styles using QFT universal offer using 4 areas documents. If no progress is made over the next 6 weeks, move to the next step.

Remember low achiever does not always mean the child has SEND

The teacher completes initial concern forms with parents to explain the concerns, identify needs/difficulties noticed, strategies tried, and their impact.

Teacher completes indicator checklist across areas identified using the QFT checklist.

Teacher completes 4 areas of need. Areas identified over a few weeks, identifying difficulties and strategies tried.

SENCO meets with the class teacher to discuss concerns, SENCO may complete observation/work with the child as an outcome of the discussion.

SEND team meets 1/2 termly to review concerns.

Monitor for one term on specific difficulties identified/areas to address and how/ progress

Added to the send register-provision map created ISP created, child-friendly versions of targets created, and relevant resources shared with parents.

No further action taken.

ADPR - assess, Do, Plan & Review, termly review of ISPs and playplans, meetings with parents each term to look at progress towards current targets and outcomes, create new smart targets and consider progress made academically, look at QTF document to identify new strategies if needed.

If sufficient progress has been made, the child can be removed from the SEN register.

Continue with current support if progress is being made.

Further provision is required for example, more interventions and classroom adaptations.

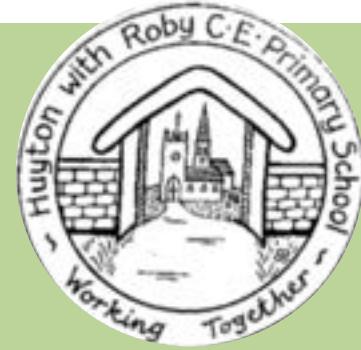
Monitor with a focus on initial difficulties.

Need external advice or support if little or no progress. (ADPR)

Consider EHCP if the child demonstrates severe, complex needs.



# Ambitious Curriculum



Our Aspire Curriculum has been designed by school to provide a bespoke, unique and exciting learning experience which, through the nurturing of curiosity, aims for our pupils to develop into articulate learners with high aspirations.

The purpose of our curriculum is to ensure that our children are successful in life and learning, no matter what their starting points and barriers to learning may be. The Aspire Curriculum is designed to offer our children hope for the future in terms of their achievements and aspirations. On going assessments ensure that the provision is appropriate and effective.

## EYFS

In the Early Years Foundation Stage, the delivery of our Aspire Curriculum begins through our high-quality provision across the seven areas of learning and development.

This provides the foundational knowledge with high quality adult interaction at the core.

## In Year 1 -Year 6

Subjects are discretely taught – all of which have a carefully crafted purpose and are sequenced to be delivered based upon proven research, with use of adaptive teaching.

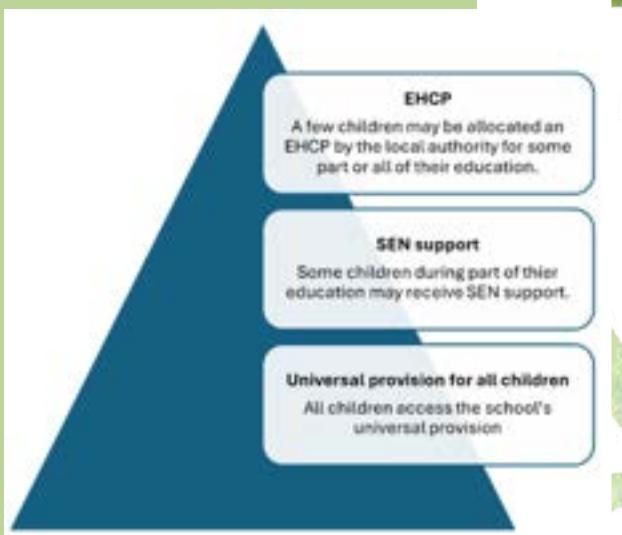
## Inspire Curriculum

This is a bespoke learning curriculum in which the child is placed at the centre, we use the Equals Curriculum alongside EYFS & National Curriculum to meet complex SEND needs.

# Early Identification



Early identification of Special Educational Needs and Disabilities (SEND) in our school involves continuous monitoring, termly pupil progress tracking, and close collaboration between teachers, SENCOs, and parents to identify barriers to learning. Using a graduated approach of "assess, plan, do, review," we identify needs early through observations, assessment tools, and, if necessary, external specialist consultations, without needing a formal diagnosis first.



# Inclusive Adaptive Teaching

## High Expectations for all:

Teachers hold ambitious expectations for every pupil, including those with SEND, pupils with English as an Additional Language, and those who are disadvantaged. We provide tailored support to enable all learners to achieve their full potential.

Adaptations are designed with a focus on long-term progress and independence, rather than short-term solutions.

## Opportunities:

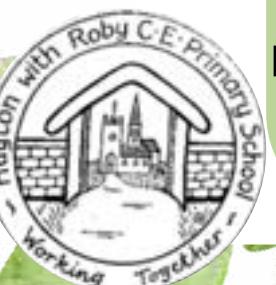
All pupils are provided with equal access to high-quality learning experiences, led by the class teacher, with adaptations made as needed to remove barriers and promote full inclusion. Calm areas and sensory circuits are used flexibly to support pupils' emotional regulation and readiness to learn.

## Quality First Teaching

Our Teaching and Learning Toolkit provides teachers with a range of evidence-informed strategies and techniques to support consistently high-quality, inclusive teaching across all classroom settings. It is underpinned by robust research on effective practice for disadvantaged pupils and learners with SEND, and is further strengthened by our SEND Toolkit.

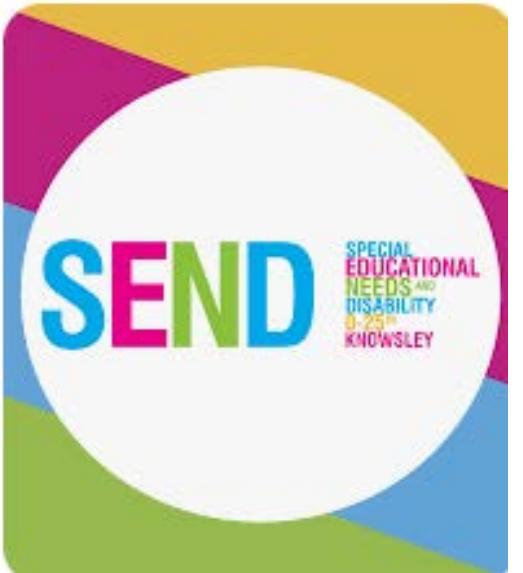
## Ongoing assessment & Reflection

Teachers regularly assess pupils' learning and reflect on their practice to ensure that teaching approaches remain inclusive and responsive to pupils' changing needs. This is supported through ongoing CPD and coaching. With guidance from leaders, staff are skilled in identifying and removing barriers to achievement through effective curriculum design, purposeful formative assessment and the adaptation of teaching to meet individual needs.





**Mersey Care**  
NHS Foundation Trust  
**MHST**



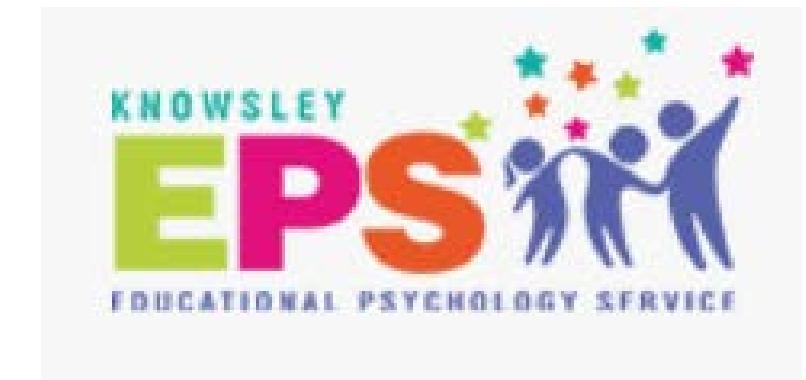
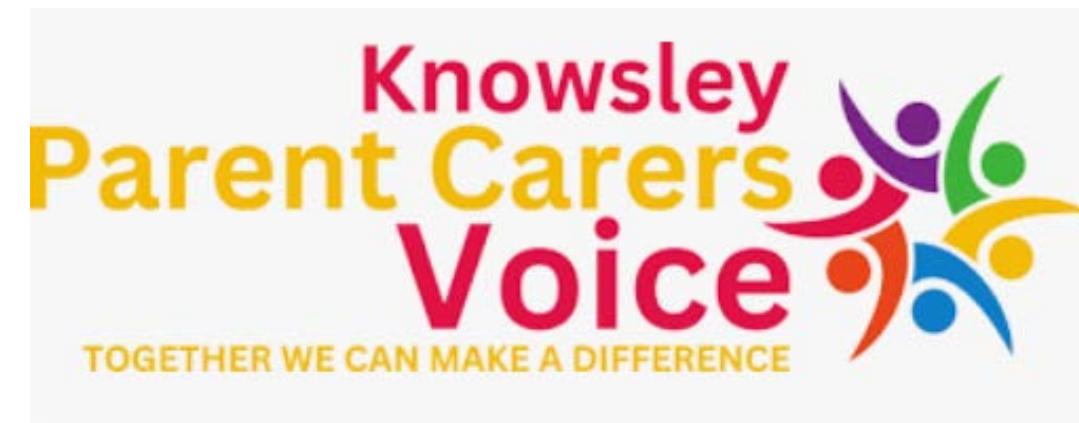
# External Partnerships



**Knowsley**  
**Council**



We view purposeful partnerships as vital in creating and sustaining our inclusive school environment. They enable the bringing together of expertise, resources, and perspectives of families, professionals, and the wider community. We seek to develop effective collaboration with parents and carers to ensure that support strategies are consistent between home and school, fostering a more holistic approach to each pupil's development.



Multi-agency working enables all those working with a child to work together to support the child. Just some of the partnerships (not an exhaustive list) we have developed within our local context include all of the above.

# Targeted Interventions



We provide a range of targeted interventions for children who require specific support in terms of both learning and wellbeing. These take place in many different forms with a focus on overcoming both individual and group barriers to learning and/or wellbeing. In addition to identified support within our Pupil Premium Strategy, a need for specific support may be identified through termly pupil progress meetings, concerns raised by staff working with a child, parents/carers, the child themselves or advice through assessment by professionals supporting the child. Interventions are delivered by staff within school and some are provided by professionals who come into school to work with an individual child or a small group. A range of academic and pastoral interventions are offered in school. Most interventions will be short term and time limited; however, some children require more long-term targeted support with the impact always measured and analysed.

