



Inclusive Teaching

Compassion, Self-Awareness, Aspiration, Commitment, Resilience and Integrity

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Inclusive Teaching at Nonsuch Primary School

At Nonsuch Primary School, we are committed to providing an inclusive education; inclusion is at the heart of everything we do. We believe that every pupil, regardless of background, ability, or additional need, has the right to experience success, feel valued, and access high-quality learning opportunities that are personalised, equitable, and inspiring. Our approach to inclusive teaching reflects our mission statement – ‘Working Together We All Achieve’. This document outlines how our school ensures inclusive teaching across all classrooms, aligning with the Ofsted Education Inspection Framework (EIF) and our Special Educational Needs and Disabilities (SEND) Policy.

Our Vision and Ethos for Inclusive Teaching at Nonsuch Primary

Our vision is to create a learning environment where every pupil feels valued, supported, and confident to succeed. Inclusive teaching at Nonsuch is underpinned by our school’s mission statement – ‘Working Together We All Achieve’. We believe that inclusive classrooms are the foundation of equity and excellence.

Inclusive teaching at Nonsuch is driven by our commitment to removing barriers to learning and participation. We recognise that inclusion is not an additional practice, but a core principle that shapes our curriculum, pedagogy, and culture. Our aim is to provide a rich, ambitious curriculum that is accessible to all pupils, ensuring that every learner can achieve well and make sustained progress.

In line with Ofsted’s Education Inspection Framework, our approach to inclusion ensures that:

- The curriculum is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life.
- Teachers have high expectations for all learners and adapt teaching effectively to meet diverse needs.
- Behaviour and attitudes promote a culture of respect, belonging, and emotional safety.
- Personal development is enhanced through opportunities that build confidence, resilience, and independence.
- Leadership and management demonstrate a sustained commitment to inclusion and equality of opportunity.

Quality First Teaching

Inclusive teaching at Nonsuch is underpinned by Quality First Teaching (QFT). QFT ensures that lessons are designed and delivered to meet the needs of all learners, including those with SEND. Teachers are proactive in anticipating barriers and providing scaffolds that enable access to learning.

The core principles guiding inclusive teaching include:

- High expectations for every pupil, including those with SEND.
- An ambitious, well-sequenced curriculum accessible to all.
- Adaptive teaching that uses assessment and feedback to respond to pupils' needs.
- A focus on developing independence and resilience in learning.
- Effective collaboration between teachers, support staff, and external professionals.
- Active engagement of parents and carers as partners in the learning process.
- Pupil voice and participation at the centre of decision-making.

Embedding Inclusion in Classroom Practice

At Nonsuch, we believe that high-quality, inclusive teaching is characterised by strong relationships, purposeful learning, and responsive teaching. Teachers adapt instruction using a variety of strategies to meet learners' individual needs, while maintaining a collective sense of belonging.

Examples of inclusive teaching practices include:

- Clear learning intentions are shared and revisited throughout lessons.
- New concepts are introduced through multiple representations (visual, auditory, kinaesthetic).
- Pre-teaching and overlearning of key vocabulary and concepts support pupils with SEND.
- Questioning is targeted and scaffolded to stretch all learners.
- Practical resources and visuals (word banks, manipulatives, Now/Next boards) aid understanding.
- Flexible grouping and peer collaboration encourage inclusion and participation.
- Feedback is precise, constructive, and promotes self-regulation and independence.

The Graduated Approach: Waves of Provision

Nonsuch implements a graduated approach to support all learners. This structured framework ensures that provision is proportionate to need and that support builds progressively, fostering independence wherever possible.

<u>Wave</u>	<u>Description</u>
Wave 1 – Universal Provision	High-quality, inclusive classroom teaching for all pupils. Lessons are differentiated and adaptive, with universal strategies such as scaffolding, modelling, visual support, and responsive feedback.
Wave 2 – Targeted Provision	Additional, time-limited interventions for pupils who require further support to accelerate progress. This may include small group work, targeted literacy or numeracy interventions, or pastoral programmes.
Wave 3 – Specialist Provision	Highly personalised and intensive support for pupils with complex or sustained needs, delivered with input from external professionals. Provision is often mapped in an Education, Health and Care Plan (EHCP) or SEND Support Provision Plan (SSPP).

(See Waves of Provision document for more information)

The Inclusive Learning Environment

The physical and emotional environment plays a crucial role in enabling inclusion. At Nonsuch, classrooms are intentionally organised to be accessible, calm, and empowering spaces for all learners. Displays are purposeful, resources are clearly labelled, and transitions are well-structured to support emotional regulation.

- Visual timetables are displayed and referred to consistently.
- Working walls are used as live tools for learning and are accessible to all pupils.
- Seating is arranged with consideration for visibility, hearing, mobility, and collaboration.
- Communication aids and visual supports are used in EYFS and KS1.
- Reasonable adjustments such as sensory aids, flexible seating, and assistive technology are implemented as needed.
- Classroom environments promote predictability, safety, and independence.

Tailored Provision Offer

At Nonsuch Primary School, our Tailored Provision (TP) forms an integral part of our inclusive teaching framework. It is designed to meet the needs of pupils who require a more personalised approach to learning, where mainstream classroom strategies alone may not fully remove barriers to progress. The TP curriculum enables pupils with complex cognition and learning and/or communication and interaction needs to access a highly individualised, meaningful, and ambitious education.

(See Tailored Provision document for more information)

Collaboration and Partnerships

Inclusive teaching thrives on collaboration. We work closely with parents, carers, and external professionals to ensure that provision is coherent, informed, and child-centred. Our SENCO coordinates a multi-agency approach, drawing on expertise from educational psychologists, speech and language therapists, and specialist teaching services.

We value parental engagement as a cornerstone of effective inclusion. Regular communication, review meetings, and shared planning ensure that families are active partners in their child's education.

Monitoring and Evaluation

The impact of inclusive teaching is monitored through lesson observations, learning walks, pupil voice, and progress data. Leaders evaluate how effectively adaptive teaching, curriculum accessibility, and SEND provision contribute to pupils' outcomes. Findings are used to inform professional development and continuous improvement.

- Lesson visits and planning reviews identify effective inclusive strategies.
- Pupil progress meetings include a focus on SEND and vulnerable groups.
- Feedback and coaching are used to strengthen staff confidence in inclusive practice.
- Parent and pupil surveys provide insight into lived experiences of inclusion.
- Inclusion priorities are embedded in the School Improvement Plan.

Our Commitment to Continuous Improvement

Nonsuch Primary School remains committed to developing an inclusive culture of high aspiration and achievement for all. We recognise that inclusion is an evolving practice requiring reflection, collaboration, and innovation. Through ongoing professional development, leadership oversight, and community partnership, we will continue to embed inclusive teaching as a defining feature of excellence at Nonsuch.