

Aspris



Woodview School

Inclusion Procedure

September 2026-2027

aspris.com

Aspris Woodview School, Crockenhill Road, Orpington, Bromley, BR5 4EP
Headteacher: Nicola Craig nicolacraig@aspriscs.co.uk

Inclusion Procedure

Procedure Purpose

The purpose of the procedure is to provide an agreed and consistently applied framework within which Inclusion at Woodview School can be managed. This document sets out our commitment to ensuring every pupil, regardless of background or ability, is fully included in all aspects of school life.

Statement of Intent

At Aspris Woodview School, every child is valued and supported to reach their full potential. We are committed to being an inclusive school where all pupils feel respected, safe, and able to thrive.

We follow our legal duties under the Equality Act 2010, the Children and Families Act 2014, and the SEND Code of Practice (2015), and we ensure no child is disadvantaged because of a disability, special educational needs, race, gender, religion, belief, or any other protected characteristic.

Our aim is simple: to remove barriers to learning so every pupil can enjoy and access a broad, balanced, and ambitious curriculum. At Woodview, pupils are supported not just to learn, but to grow—developing the skills, confidence, and qualifications they need for their next steps in life.

Vision and Values

Our vision is to foster a culture of high expectations, mutual respect, and celebration of diversity. We believe every pupil has unique strengths and needs, and we are dedicated to providing personalised support that enables all pupils to succeed academically, socially, and emotionally. Our values align with the aims of the 2014 National Curriculum, promoting equality, inclusion, and lifelong learning. We strive to ensure that inclusion is embedded in every aspect of school life, from leadership and teaching to relationships and community engagement

Barriers to Learning

Every young person who joins Woodview School has a primary diagnosis of Autism Spectrum Condition (ASC). Many of our pupils also have additional needs such as ADHD, specific learning difficulties (SpLD), or anxiety. All pupils have an Education, Health and Care Plan (EHCP), which guides the support we provide and are central to our inclusive approach.

Our teachers and support staff are trained to notice when a young person may be facing barriers to their learning—whether academic, sensory, physical, social, emotional, or related to their environment. This can include challenges such as social communication difficulties, specific learning

differences (SpLD), sensory sensitivities or impairments, or difficulties with emotional understanding. They use this knowledge to put the right support in place early, helping every pupil feel safe, understood, and ready to learn.

Our teaching staff and therapists spend time observing each young person in a range of settings so they can build a full, holistic picture of their needs. By working closely together, they create and implement a personalised support plan that reflects each pupil's unique strengths and challenges. This ensures every young person receives the provision they need to learn, grow, and thrive.

Assessment Processes

We use the graduated approach (assess, plan, do, review) for all pupils with additional needs:

- **Assess:** Gather information from therapists, teachers, parents/carers, and pupils. Use screening tools, observations, and assessments to monitor needs and progress towards academic and EHCP outcomes.
- **Plan:** Develop personalised support plans based on EHCPs and academic baselines.
- **Do:** Implement interventions, reasonable adjustments, and support strategies. Monitor progress and adapt as needed.
- **Review:** Evaluate the effectiveness of support, seek feedback from pupils and parents/carers, and update plans accordingly.

Person-centred planning ensures pupils and families are actively involved in the process of education.

Record Keeping and Documentation

Records are maintained using Provision Map for all assessments, interventions, reasonable adjustments, and outcomes. This includes:

- Individual support plans and targets.
- Evidence of the graduated approach.
- Records of communication with parents/carers and external agencies.
- Documentation of accessibility arrangements and reasonable adjustments.
- All records are stored securely and shared appropriately, in line with data protection requirements.

Curriculum Access and Participation

Following the SPELL framework ensures we tailor interventions to meet the unique needs of each autistic young person, promoting their well-being and autonomy:

- **Structure:** Creating a predictable and accessible environment to reduce anxiety.

- **Positive Approaches and Expectation:** Building on natural strengths and interests to foster self-confidence. Teachers plan lessons with inclusion in mind, adapting resources and tasks as needed. Pupils are encouraged to participate fully in all aspects of school life.
- **Empathy:** Understanding and valuing the experiences of autistic individuals.
- **Low Arousal:** Creating calm and ordered environments to aid concentration.
- **Links:** Establishing open communication and collaboration among individuals and families.

Reasonable Adjustments

We make reasonable adjustments for our pupils to ensure learning is accessible and prepare to examinations, including:

- Modifying classroom layouts to give safe spaces that support sensory processing.
- Providing assistive technology, such as text-to-speech software.
- Touch typing lessons.
- Adjusting timetables or providing additional movement and brain breaks.
- Offering alternative formats for learning materials e.g. Widgit, Colourful Semantics.
- Supporting pupils with medical needs through care plans and trained staff.
- Adjustments are tailored to individual needs and reviewed regularly to ensure effectiveness.
- Interventions
- The SENCO and therapists coordinate baseline assessments and use these in combination with EHCP section F to develop provision plans.
- Targeted interventions are delivered by trained staff, using evidence-based approaches.
- Progress is monitored, and interventions are adapted as needed.
- Interventions may include literacy or numeracy support, social skills groups, counselling, emotional literacy, sensory processing, fine and gross motor skills.

Accessibility Arrangements

Our Accessibility Plan outlines arrangements for:

- **Physical accessibility:** Ensuring buildings, classrooms, and facilities are accessible to all.
- **Curricular accessibility:** Adapting teaching, resources, and assessments for pupils with additional needs.
- **Information accessibility:** Providing information in accessible formats for pupils, parents/carers, and staff.

Use of Technology and Assistive Tools

Technology plays a vital role in supporting inclusion. We use:

Text to Speech Software

Text readers

Software to support literacy, numeracy, and communication.

Online platforms for homework and learning resources, accessible to all pupils.

Training for staff and pupils on using technology effectively.

Pencil grips and visual representations using pictures and symbols to support communication.

Fidget tools

We continually review and update our use of technology to ensure it meets the needs of all learners.

Pupil Voice

Pupil voice is central to our inclusive ethos. We:

- Involve pupils in understanding and working towards their targets. Students work with their mentors to evaluate their support strategies and progress.
- Have a steering group that meets each term to seek feedback about our school.
- Collect termly pupil voice surveys.
- Encourage pupils to participate in decision-making about their learning and wellbeing.
- We value the perspectives of all pupils and use their insights to improve provision.

Parent/Carer Engagement

We work in partnership with parents/carers by:

- Consulting them about their child's needs, support, and progress.
- Termly review of provision plans with our SENCo.
- Termly parents' evenings/reports.
- Daily photographs on Class Dojo to encourage parents to talk to their young people about their day.
- Offering workshops, information sessions, and resources to support understanding of inclusion and SEND.
- Seeking feedback and involving parents/carers in policy review and school improvement.
- We recognise parents/carers as experts on their children and value their contributions.
- Multi-Agency Collaboration
- We collaborate with our therapists to support inclusion, including:
 - Occupational therapy.
 - Speech and language therapy.
 - Voluntary and community organisations.
- Multi-agency working ensures pupils receive holistic support and access to specialist expertise.

Promoting Positive Behaviour

We promote positive behaviour through:

- Clear expectations and consistent routines.
- Recognition and rewards for positive behaviour.
- Restorative approaches to resolving conflicts.

- Targeted support for pupils experiencing behavioural challenges.
- Strategies to reduce levels of anxiety and promote inclusion in all aspects of school life.
- Our behaviour policy is aligned with our inclusion policy, ensuring all pupils are supported to develop social and emotional skills.

Mental Health and Wellbeing

Mental health and wellbeing are integral to inclusion. We:

- Provide early intervention for pupils experiencing emotional distress.
- Offer counselling, mentoring, and wellbeing programmes.
- Train staff to recognise and respond to mental health needs.
- Promote a culture of openness and support around mental health.
- Work with external agencies to access specialist support.
- We recognise the impact of mental health on learning and participation and strive to create a supportive environment for all.

Safeguarding and Inclusion

Safeguarding is a priority for Aspris Woodview school. Our safeguarding policy is closely linked to our inclusion policy. We:

- Ensure all pupils are protected from harm.
- Train staff to recognise safeguarding concerns and respond appropriately.
- Work with parents/carers and external agencies to ensure the safety and welfare of all pupils.
- Embed safeguarding in all aspects of school life, including curriculum, behaviour, and support.

Staff training for Inclusion

We provide ongoing training for all staff on:

- Inclusive teaching strategies.
- SEND support.
- Equality and diversity.
- Accessibility arrangements.
- Use of technology and assistive tools.
- Mental health and wellbeing.

Training is delivered through workshops, online courses, and external providers. Staff are encouraged to share best practice and participate in professional networks.

Induction and Professional Development

New staff receive induction on inclusion, SEND, and equality policies. Ongoing professional development is tailored to individual roles and needs, including:

- Access to specialist training for teachers and support staff.
- Opportunities for staff to visit other schools and learn from inclusive practice.
- Support from the SENCO/Inclusion Lead and external experts.

Through Provision Map, we monitor the impact of training and adapt programmes in response to assessment, evaluation, feedback and emerging/changing needs.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
January 2026	Karen Humberstone	Addition of 'Induction and Professional Development'