

Kingswood Inclusion

An EEF-informed precision overview: belonging, participation, adaptation and achievement



Every learner is valued, supported and empowered to thrive. At Kingswood, inclusion means removing barriers to learning so that all children belong, participate and achieve their full potential.

Why the EEF guidance matters

- Inclusive teaching supports every child to participate and succeed, including pupils with SEND, disadvantaged pupils and those facing multiple barriers.
- The EEF model strengthens everyday classroom practice first, then adds precise adaptations and additional support where needed.
- Adaptations are only effective when they help — not hinder — learning, independence and challenge.

What this looks like at Kingswood

- Belonging through positive relationships, pupil voice, peer support, assemblies, school council, peer mentors and sports leaders.
- A holistic, child-centred approach through ELSA, pastoral discussions, safe spaces, sensory provision, lunchtime clubs and animal-assisted therapy.
- Diversity is recognised, valued and celebrated through curriculum texts, culture day, assemblies and diverse library texts.

Precision principle

Inclusion is high-quality teaching made precise. We adapt the route, not the ambition: universal provision remains strong, barriers are anticipated, and additional support is planned, reviewed and refined.

Kingswood focus: keep pupils thinking, practising and participating — without lowering expectations.

1. Universal provision first

A strong foundation for all pupils — especially those with additional needs



Quality First Teaching

- Pillars of Pedagogy are visible in planning and learning
- Explicit teaching, modelling, guided practice and checks for understanding
- Scaffolding and visual supports are used to build independence

Positive relationships and belonging

- Every child is a full member of the school community
- Adults know pupils' barriers, strengths, starting points and next steps
- Pupil voice, peer support and leadership build agency and participation

Calm, predictable environments

- Clear routines reduce uncertainty and support self-regulation
- Behaviour expectations are explicit, taught and supported
- Classroom routines enable teachers to adapt responsively

High expectations

- Ambitious expectations for all pupils, including those with SEND
- Appropriate challenge is retained while barriers are removed
- Tasks require pupils to think, reason, communicate and practise

Appreciating diversity

- Differences are recognised, valued and celebrated
- Curriculum texts reflect the school community
- Assemblies, culture day and library texts broaden representation

Precision Teaching Model

- Assessment identifies small-step gaps and barriers
- Practice is targeted, monitored and reviewed
- Vulnerable learners are tracked closely so support is timely

2. Adaptations and additional support

Targeted provision is planned alongside classroom learning — not bolted on afterwards



Adaptive teaching

- Adapt the route, not the ambition
- Pre-empt barriers through whole-class planning
- Use assessment to decide what support is needed and when

Well-deployed adults

- Teaching assistants support access, participation and independence
- Adults are briefed on learning intention, scaffolds and success criteria
- Support is linked back to classroom learning and teacher assessment

Targeted intervention

- One-to-one or small-group intervention is selected from assessed need
- Intervention complements, rather than replaces, high-quality teaching
- Additional support may be short-term or ongoing depending on need

Adaptive technologies

- Technology is used when it improves access, fluency or independence
- Digital tools support communication, practice, recording or retrieval
- Impact is checked so technology remains purposeful

Collaboration

- Teachers work with parents, SENCo, SLT and outside professionals
- Open-door relationships support shared understanding
- Prompt referrals are made when needs are identified

Nurture

- ELSA, lunchtime clubs and pastoral discussions support readiness to learn
- Safe spaces and sensory provision are used precisely
- Support maintains dignity, belonging and participation

3. Monitor, review and sustain

Precision overview: how Kingswood checks that inclusion is improving learning



EEF-informed challenge: additional support should be integrated into universal provision and reviewed carefully. Well-intentioned support can hinder learning if it reduces thinking, lowers expectations or creates dependence.

Assess precisely

Identify barriers through class assessment, pupil voice, professional dialogue and SENCo/SLT review. Use information to understand what is stopping participation or progress.

Plan responsively

Plan whole-class teaching first, then specify adaptations, scaffolds, adult deployment, targeted intervention or technology matched to assessed need.

Do with consistency

Deliver provision through consistent routines, quality first teaching, nurture, collaboration and high expectations. Keep pupils as active participants in learning.

Review impact

Check: Did this improve access, learning, independence and confidence? If not, refine the approach and avoid continuing support that is not helping.

Leadership line of sight: provision is inclusive when pupils belong, participate, practise, think hard and achieve — and when evidence shows that adaptations and additional support are making learning better.

Kingswood Inclusion

Building knowledge, learning with purpose, aiming for success



Every learner is valued, supported and empowered to thrive. We remove barriers to learning so that all children belong, participate and achieve their full potential.

A Sense of Belonging

- Every child is a full member of the school community
- Pupil voice, peer support and leadership
- Assemblies, school council, peer mentors and sports leaders

Collaboration

- Staff work with parents, SENCo, SLT and outside professionals
- Open-door approach and parental involvement
- Prompt referrals when needs are identified

Nurture

- Holistic, child-centred approach
- ELSA, lunchtime clubs and pastoral discussions
- Safe spaces, sensory provision and animal-assisted therapy

High Expectations

- Ambitious expectations for all pupils
- Quality planning and appropriate challenge
- Behaviour expectations with support to achieve them

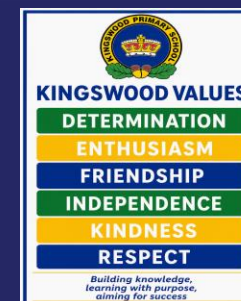
Appreciating Diversity

- Differences are recognised, valued and celebrated
- Curriculum texts reflect the school community
- Culture day, assemblies and diverse library texts

Quality First Teaching

- Pillars of Pedagogy evident in planning and learning
- Scaffolding, visual supports and well-deployed adults
- Adaptive technologies and advice from professionals
- Precision Teaching Model and strong tracking of vulnerable learners

Driven by values



Inclusive practice is about belonging, participation, adaptation and achievement for every child.