



Rosebank School

Listening, Responding, Learning

INCLUSION POLICY

DATE OF THIS POLICY:	February 2026
Ratified by Governors:	March 2026
Frequency of update:	Every 3 years
Due for revision:	February 2029
Person responsible:	Headteacher

The next revision date is;

Review Date	Changes	By whom
February 2026	New policy as previous one was so outdated.	Adam Westwater

ROSEBANK SCHOOL

INCLUSION POLICY

Policy Rationale and Aims

Ethos

Rosebank School is an autism specialist primary school. We are committed to creating a safe, structured and nurturing environment in which autistic children feel understood, valued and able to thrive.

We recognise autism as a difference, not a deficit. Our practice is grounded in a neurodiversity-affirming approach which respects individual communication styles, sensory profiles and ways of learning.

Aims

This policy aims to:

- Provide highly personalised education for autistic pupils with Education, Health and Care Plans (EHCPs).
- Ensure equality of opportunity through specialist adaptation of curriculum, environment and communication.
- Reduce barriers arising from sensory processing differences, communication needs and social interaction differences.
- Support emotional regulation, wellbeing and self-advocacy.
- Promote positive understanding of autism within partner schools and community organisations.
- Enable pupils to participate meaningfully in school life and shared learning opportunities.

Compliance

This policy reflects:

- The Equality Act (2010)
- The SEND Code of Practice
- DfE expectations (2026) regarding specialist and inclusion provision

Principles of Inclusion at Rosebank School

Personalised, Autism-Informed Practice

All pupils have EHCPs. Provision is built around:

- Individual strengths and interests
- Communication profiles (verbal, non-verbal, AAC users)
- Sensory needs
- Executive functioning differences
- Regulation needs

Learning is adapted through structured teaching approaches and clear routines.

Communication as a Right

We recognise that communication differences are central to inclusion. We therefore:

- Use visual supports and structured systems.
- Provide alternative and augmentative communication (AAC) where needed.
- Ensure processing time is respected.
- Teach and model functional communication.

Sensory-Aware Environment

We proactively reduce sensory barriers by:

- Managing lighting, sound and visual clutter.
- Providing sensory regulation spaces.
- Embedding movement and sensory breaks.
- Supporting pupils to understand and manage their sensory needs.

Emotional Regulation and Wellbeing

Inclusion means emotional safety. We:

- Use co-regulation approaches.
- Teach self-regulation strategies.
- Avoid punitive behaviour systems.

- Use restorative and relational practice.

Behaviour is understood as communication.

Respect for Neurodiversity

We promote positive autistic identity and self-acceptance. Differences in social interaction, play, communication and interests are respected and not pathologised.

Roles and Responsibilities

Governing Body and Headteacher

- Ensure strategic oversight of specialist provision.
- Monitor pupil progress against EHCP outcomes.
- Ensure staff receive ongoing autism-specific training.
- Oversee safeguarding and wellbeing in a specialist context.

Senior Leaders, SENCo and Family Support Worker

- Coordinate EHCP provision and annual reviews.
- Support staff in implementing autism-informed strategies.
- Liaise with therapists and external professionals (e.g. SALT, OT, EP).
- Monitor individual progress and intervention impact.

All Staff

- Use consistent autism-informed strategies.
- Maintain predictable routines.
- Promote emotional safety and dignity.
- Record and monitor progress towards EHCP outcomes.

Curriculum, Environment and Practice

Curriculum

Our curriculum is:

- Adapted and differentiated to meet cognitive profiles.
- Structured and visually supported.

- Focused on communication, independence and life skills.
- Designed to build social understanding in authentic contexts.

Progress is measured against EHCP outcomes and individual targets.

Identification and Assessment

All pupils enter with identified SEND needs and with EHCP. Ongoing assessment includes:

- Individual progress records
- EHCP outcome tracking
- Communication assessments
- Sensory profiling
- Wellbeing monitoring

Behaviour and Regulation

We do not view behaviour as wilful misconduct. Instead we:

- Analyse triggers and environmental demands.
- Adjust adult responses.
- Teach replacement skills.
- Develop regulation plans for individual pupils.

Integration Placements and Partnerships

Where appropriate, pupils may access:

- Shared learning with mainstream schools
- Inclusion placements
- Community-based learning opportunities

Purpose

Placements may:

- Support transition planning.
- Develop social confidence in broader environments.
- Extend curriculum access.
- Prepare for future educational pathways.

All placements:

- Have clearly defined objectives.
- Are agreed with parents/carers.
- Are monitored regularly.
- Prioritise emotional wellbeing.

Monitoring and Evaluation

Policy effectiveness will be measured through:

- Progress towards EHCP outcomes
- Communication development
- Attendance and engagement levels
- Pupil voice (adapted methods)
- Parent/carers feedback
- Feedback from partner schools
- Staff reflective practice

Indicators of Success

The policy is working when:

- Pupils feel emotionally safe.
- Regulation improves over time.
- Communication increases in independence and complexity.
- Pupils access wider learning opportunities appropriately.
- Parents report confidence in provision.

Review Cycle

This policy will be reviewed annually to ensure alignment with:

- Updated legislation
- Best practice in autism education
- Local authority guidance