



Inclusion – *the entitlement of all*

Be the best you can be



Inclusion – *the entitlement of all*

To provide our children with an ambitious and aspirational curriculum to ensure they can 'be the best they can be'.

Through our Inclusive approach, we aim for our children to leave Whitmore Park Primary School ready to embark on the next stage of their education, to be equipped with the academic skills and knowledge and have developed the personal attributes needed to enable them to become successful citizens of the future.

Our children learn responsibility and develop a sense of self, celebrating their diversity, demonstrating respect for others, enabling them to understand their place in the world.

Be the best you can be



Inclusion – *the entitlement of all*

What is Provision?

At Whitmore Park, we define *Provision* as everything within our school offer that enables children to learn, thrive and participate fully in school life. This includes:

The enabling environment: the physical space, routines, organisation and the role of the adult.

The planned curriculum: the structured teaching and learning that is intentionally designed.

The incidental curriculum: the learning that happens through interactions, experiences and everyday moments.

Enrichment opportunities: activities and experiences within and beyond the school that broaden learning and support personal development.

Be the best you can be



What is Inclusive Provision?

Inclusive Provision at Whitmore Park ensures that every child is able to participate, learn and succeed. It is shaped by four key principles:

Accessibility: All children, regardless of ability, can access learning.

Equity: Provision is fair—children may not all receive the same, but each receives what they need.

Participation: Every child is fully involved in class and wider school life.

High Expectations: Ambitious goals are set for all learners, tailored to their individual potential, and achieved through overcoming barriers

Be the best you can be

Our Children

We warmly welcome children from a diverse range of backgrounds to our school.

22% of our children are eligible for pupil premium funding

19% of our children have Special Educational Needs

30% of our children have English as an Additional Language

9% are children from Families Experiencing Difficulties

3% of our children are open to social care, or have been in the past.

Some of our children are members of *more than one of these groups* (eg pupils eligible for PP funding, who are also on the SEND register)

Some of our children belong to *other vulnerable groups* eg Persistent Absence Group; Young Carers

Some children are members of *none of the identified groups*.

Every child is unique – and we include every child in our school, ensuring equity in the provision we offer them

be the best you can

Inclusion – *the entitlement of all*



Our Curriculum Intent

At Whitmore Park Primary School, we believe that all children are entitled to receive a high-quality education. We strive to create an ethos and culture that promotes respect, values diversity and enables all pupils to thrive.

It is vital that each child has equitable access to a curriculum that equips them with the skills, knowledge and learning behaviours they need to become confident, independent learners, able to communicate their own views, and be ready to achieve their best, both now and in the future.

The Whitmore Park Curriculum is broad, balanced and ambitious. It provides Pathway options which are available for all pupils, including those who may face any barrier to their learning, development or well-being.

Every member of the school community has a key role in enabling our pupils to access the learning and personal development opportunities that match their needs and next steps.

Be the best you can be

Inclusion – *the entitlement of all*



Our Commitment to Equitable Access

At Whitmore Park Primary School, we are proactive in **identifying the factors that may present a barrier** to a child achieving their full potential.

We do this so we can overcome those barriers

So, we developed the Whitmore Park **vulnerability indicators**, to help us determine the appropriate level of support, protective pathways and scaffolding each child requires in order to succeed.

Be the best you can be



Our Commitment to Equitable Access

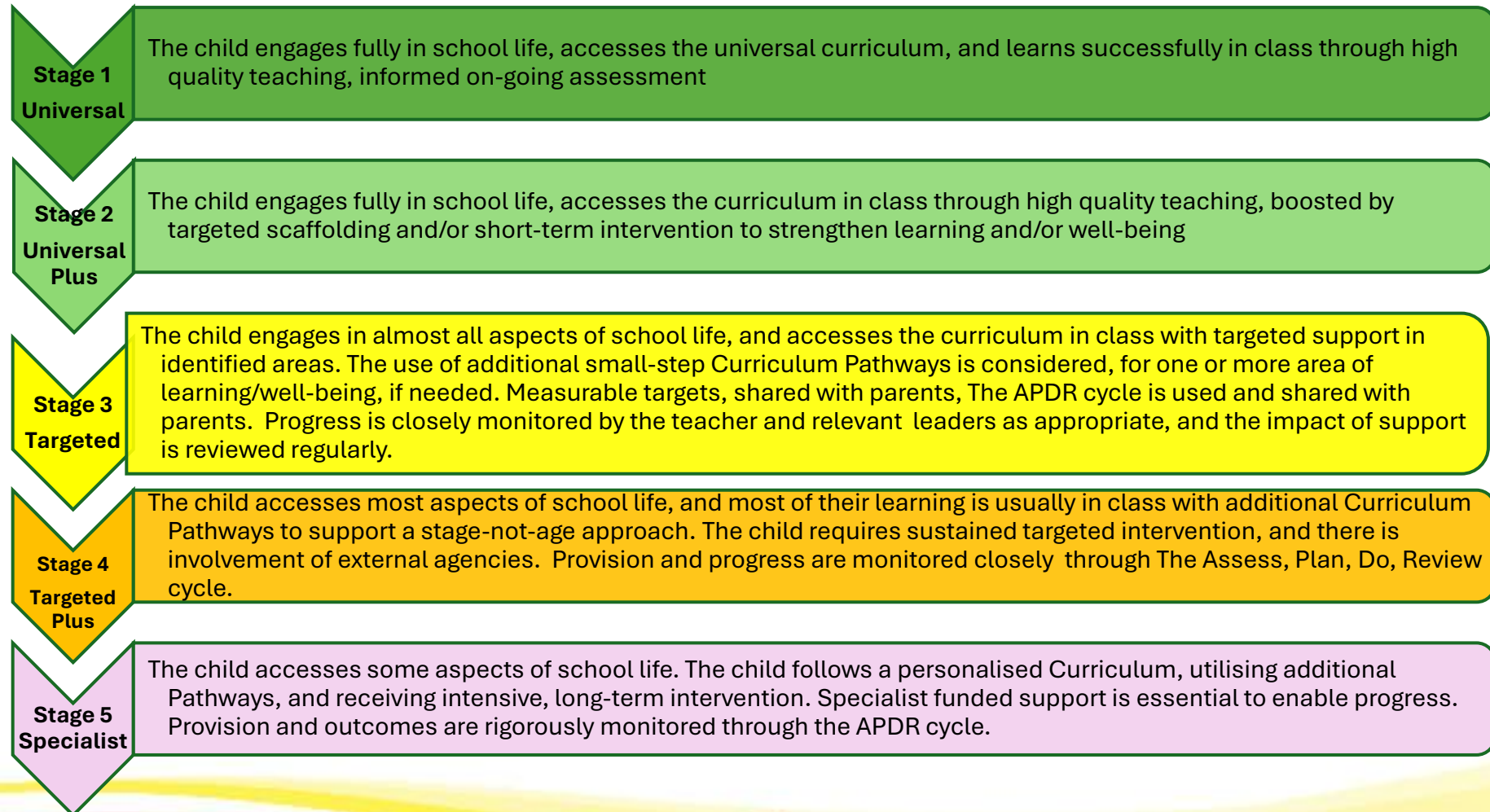
Layer 1

Holistic Vulnerability Indicators help us determine the overall 'risk' of potential barriers to learning, development and well-being for each child.

This gives a top-level information and is especially helpful to Senior leaders to strategically plan and deploy school resources to maximise pupil progress and attainment.

Be the best you can be

Holistic Vulnerability Indicators – All Children

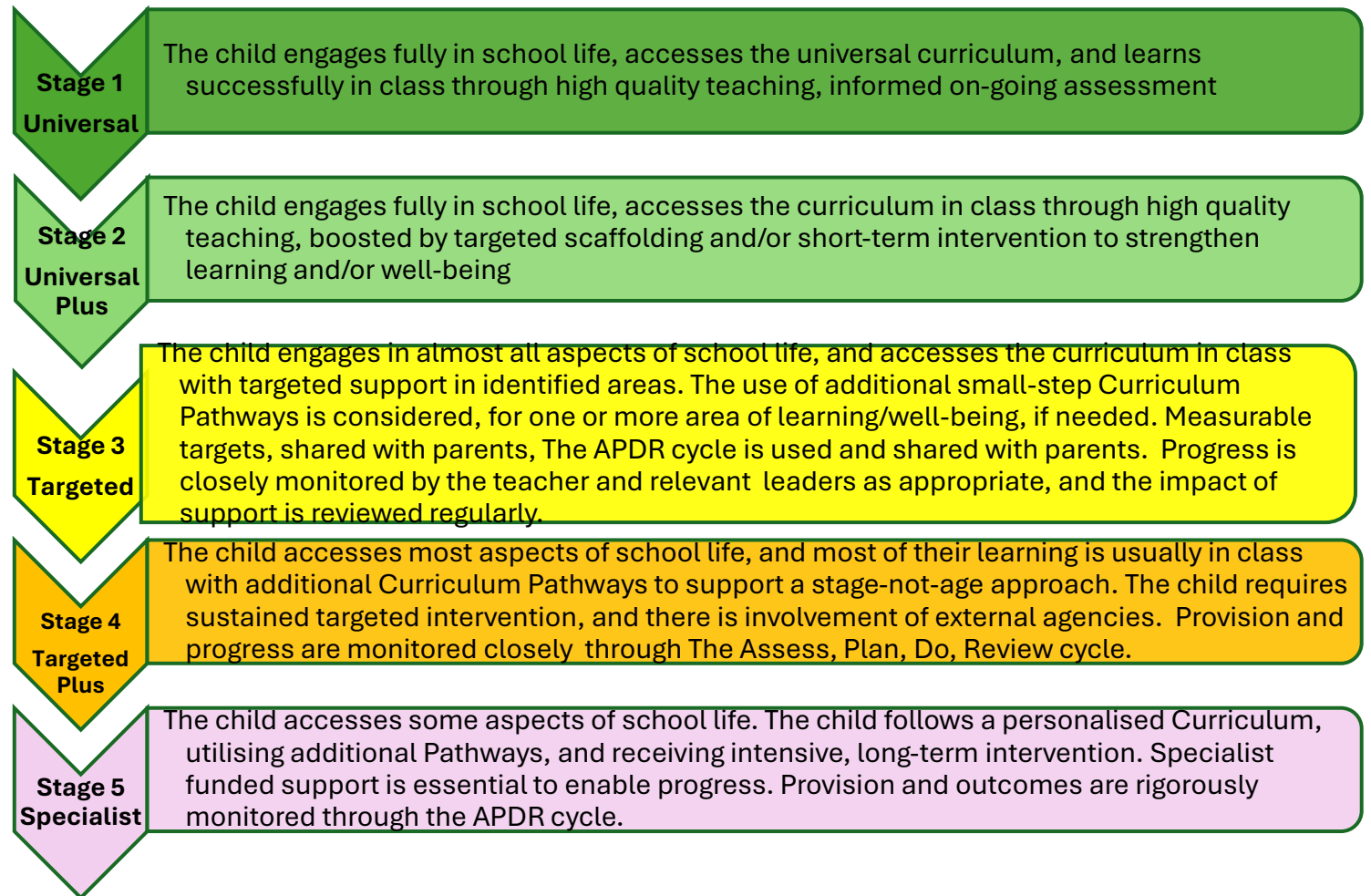


Be the best you can be

Using the Holistic Vulnerability Indicators

Teachers and leaders use the **Holistic Vulnerability Indicators** to make *one* overall judgement about potential barriers for each pupil.

Data is analysed at class, year group and whole school level to show % pupils at each stage. This is tracked termly to show trends in pupil vulnerability at the school.



Our Commitment to Equitable Access

Layer 2

Group Vulnerability Indicators are used for each child in the following identified groups:

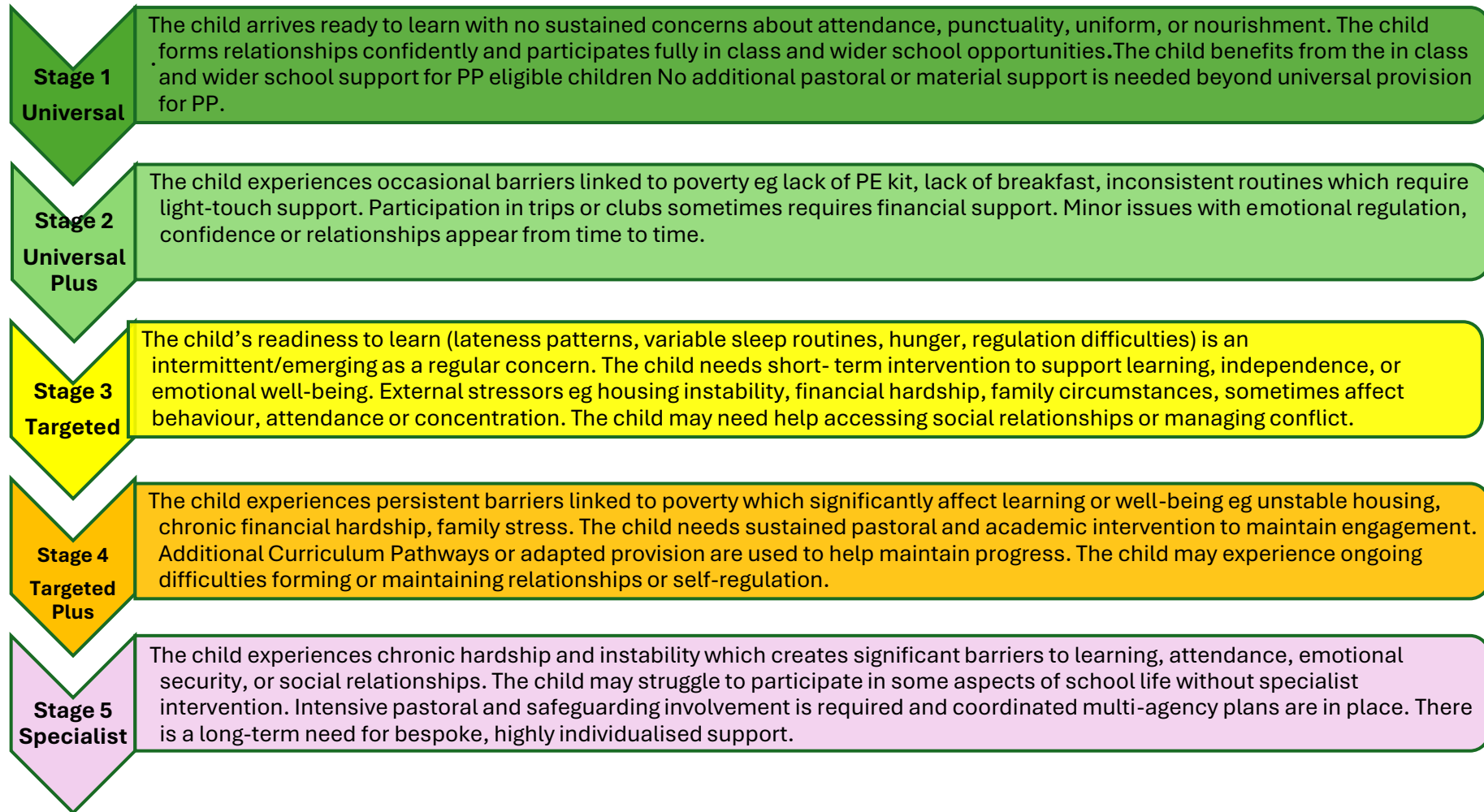
Pupil Premium

SEND

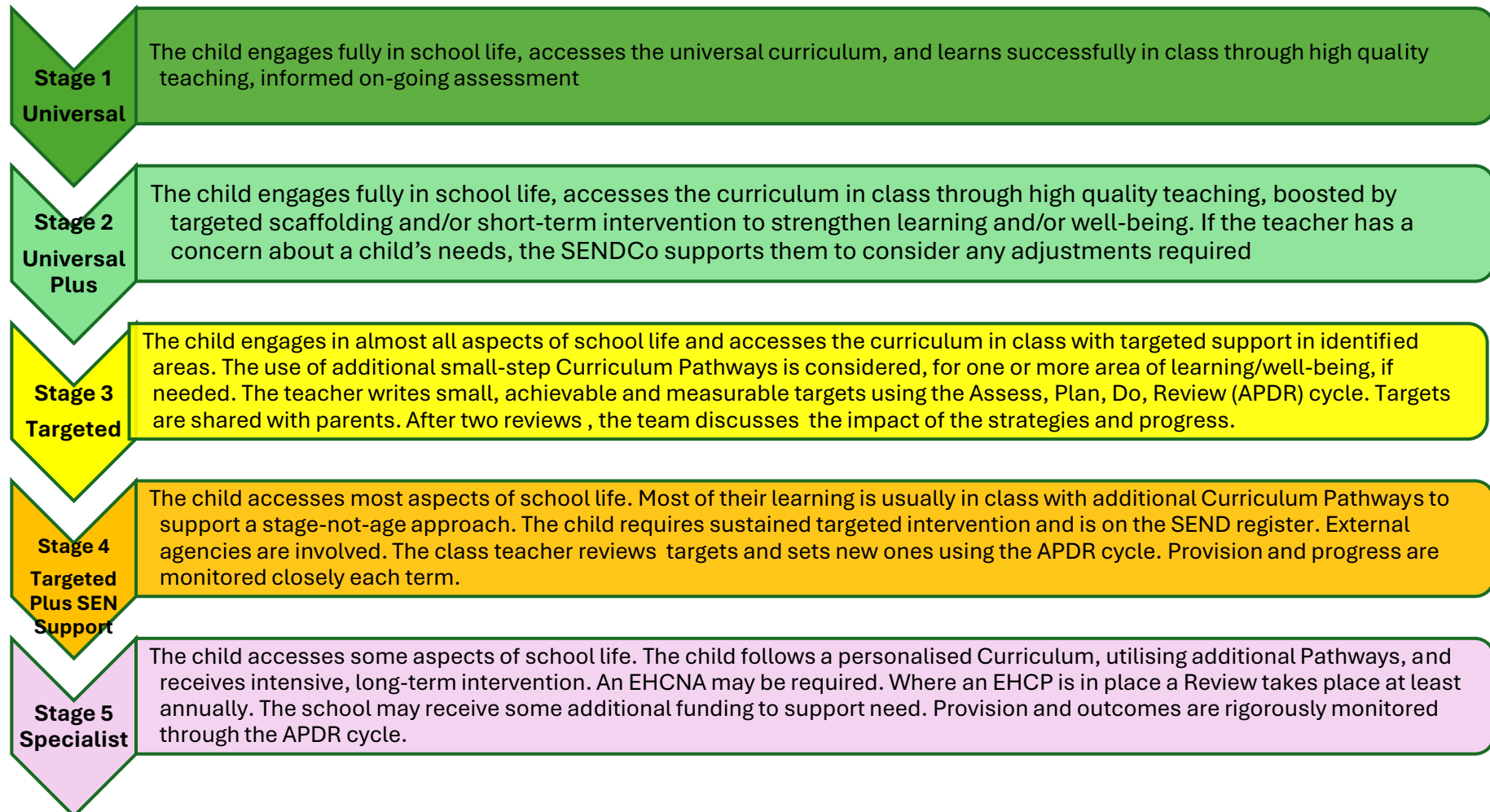
EAL

This information enables teachers and leaders provide the curriculum and support each child needs to overcome barriers to their learning, development and well-being

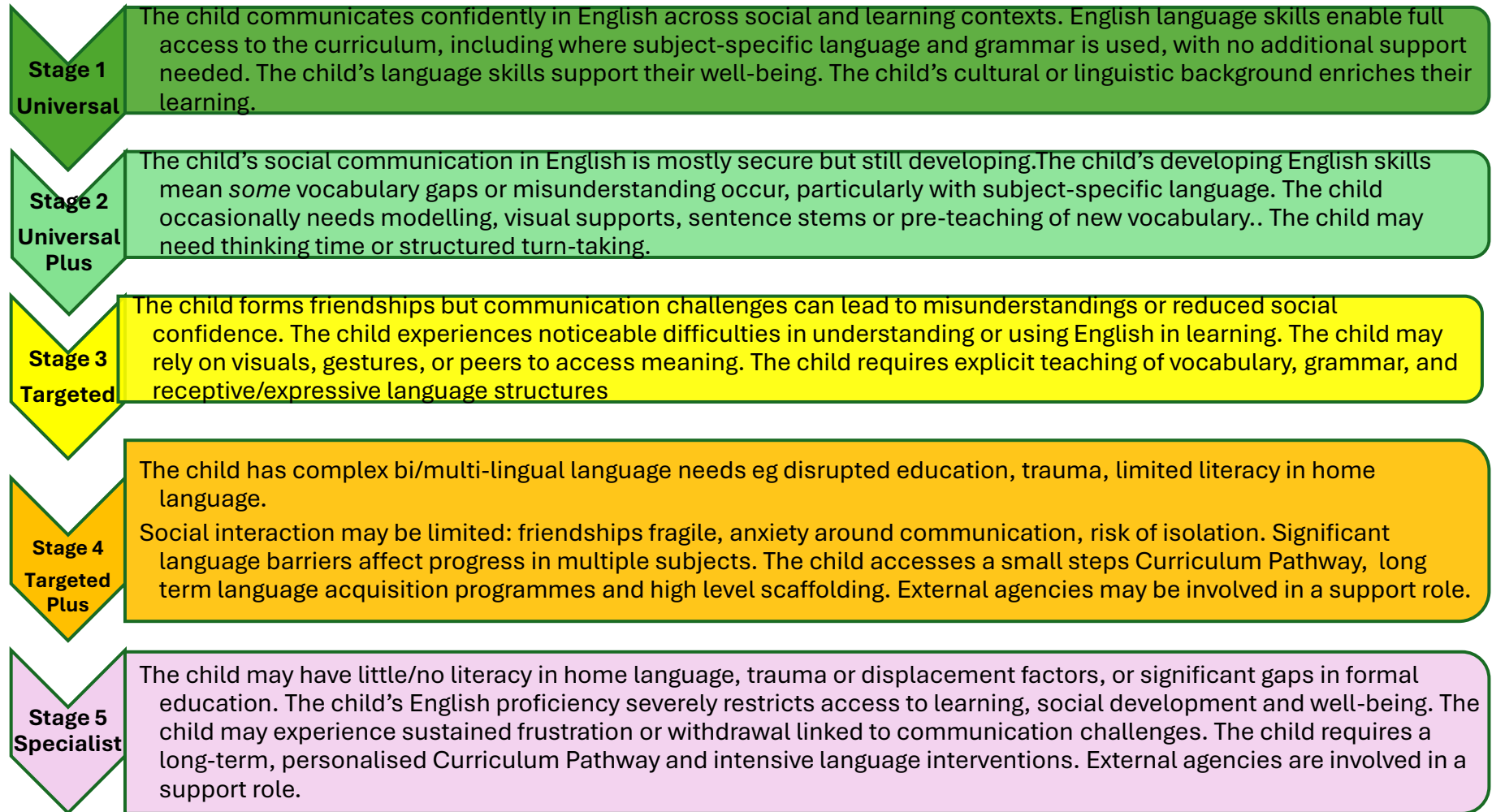
Group Vulnerability Indicators – Pupil Premium



Group Vulnerability Indicators - SEND



Group Vulnerability Indicators – EAL



Our Commitment to Equitable Access

Layer 2

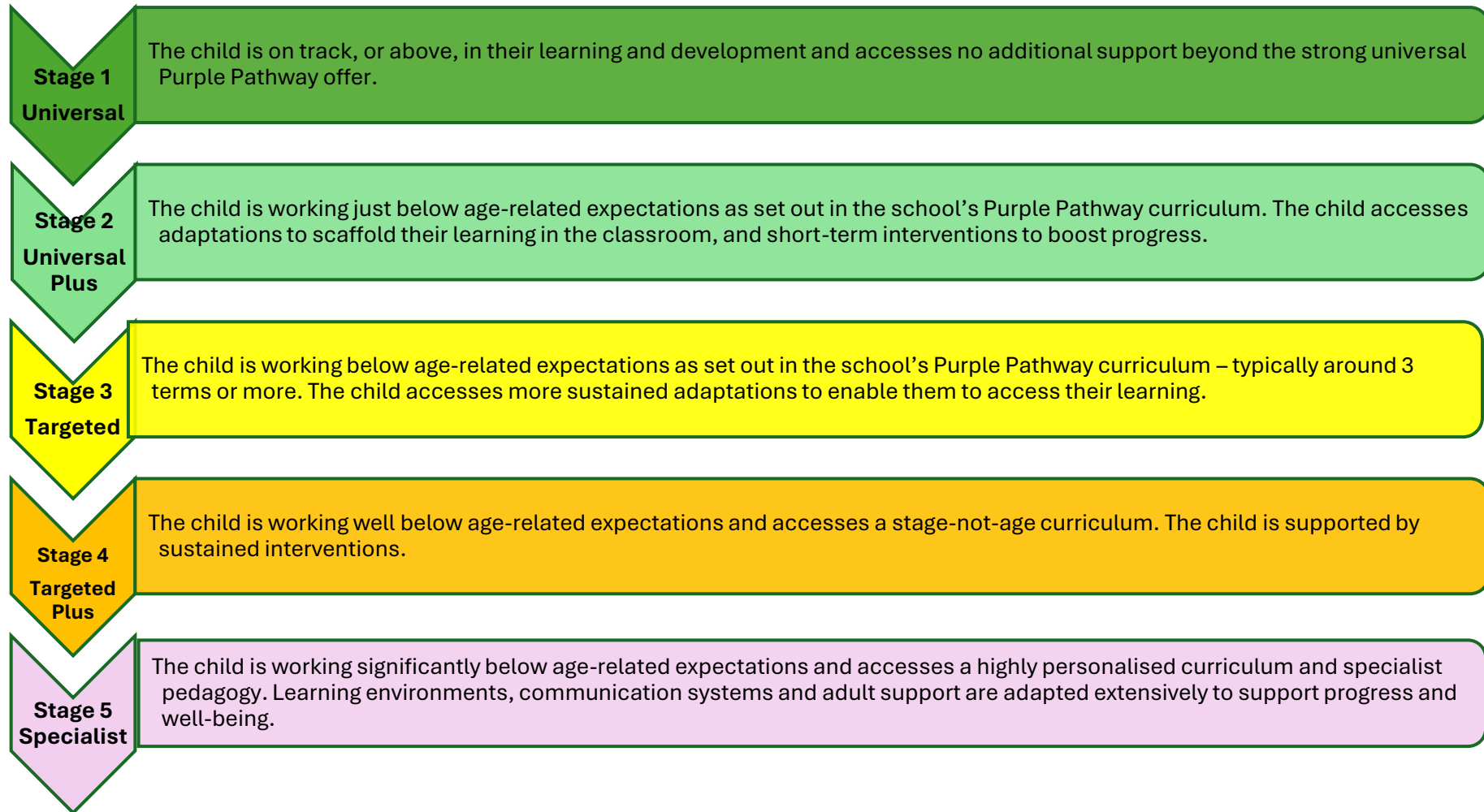
We use the **Group Vulnerability Indicators for Pupil Premium** to support us in determining the likely risk of barriers to learning, development and well-being, for children in the following groups:

Families in Difficult Circumstances

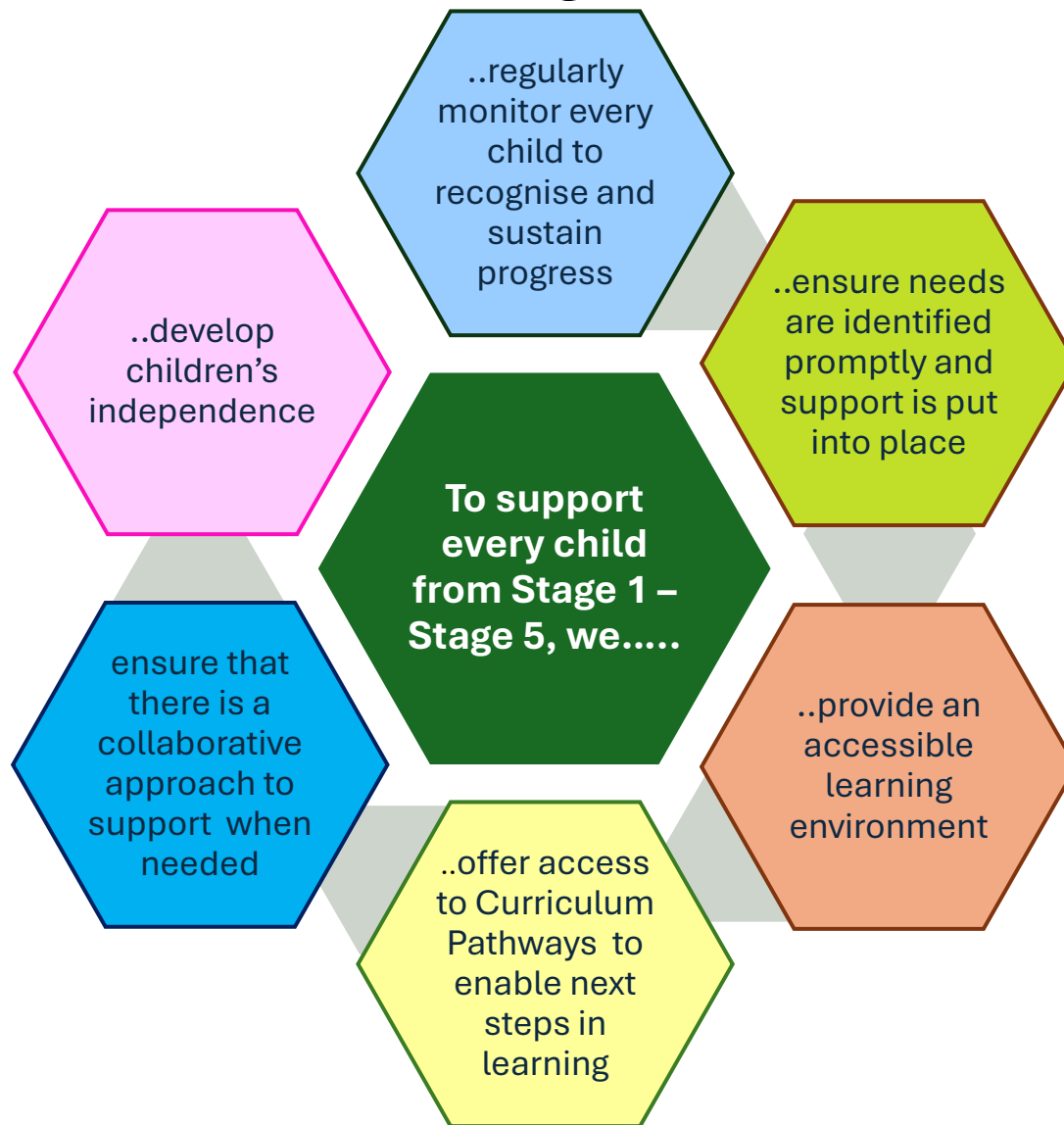
Children who are Persistently Absent

This information enables teachers and leaders provide the curriculum and support each child needs to overcome barriers to their learning, development and well-being

Vulnerability Indicators – Learning & Progress



Conditions for Learning



Whitmore Park Curriculum Pathways



Our Curriculum Pathways provide each pupil with flexible routes to success.

The **Purple Pathway** maps learning term by term, from Nursery to the end of Year 6, across all curriculum subjects.

This Pathway supports:

- **Stage 1 (Universal)** children, who are on track or above the expected standard and require only the general wellbeing support offered to all pupils.
- **Stage 2 (Universal Plus)** children, who are just below the expected standard and should close the gap with some additional scaffolding and intervention. Any wellbeing needs at this stage are expected to be short-term with targeted support.

Whitmore Park Curriculum Pathways



At Whitmore Park, the **Pink** and **Green** Inclusive Pathways provide **curriculum options** for children who need learning adapted to their individual needs.

Children at Stage 3 (Targeted) are those working below the expected standard, often two to three terms behind their peers, or they may need targeted support due to social and emotional needs.

- These pupils may access the **Purple Pathway**, following a stage-not-age approach planned from mapped learning in previous years.
- Or, they may require the **Pink** or **Green** Pathway with smaller steps to support progress in learning and/or social and emotional development.

**PSHE Pathway – Progression Mapping for
SEMH, Sensory needs and
Communication and Interaction**



**Resilience
Emotional regulation
Behaviour
Relationships and social interaction
Sensory processing**

**Cognition and Learning and Communication and
Interaction Pathway – Progression Mapping**



**Speech language and social interaction
Literacy and Numeracy
Memory and Thinking skills**

Whitmore Park Curriculum Pathways



For children at Stage 4 (Targeted Plus) and Stage 5 (Specialist). our Inclusive Curriculum Pathways sit alongside advice and specific targets from external partners such as speech and language therapists, occupational therapists and educational psychologists, enabling a holistic approach.

**PSHE Pathway – Progression Mapping for
SEMH, Sensory needs and
Communication and Interaction**



**Resilience
Emotional regulation
Behaviour
Relationships and social interaction
Sensory processing**

**Cognition and Learning and Communication and
Interaction Pathway – Progression Mapping**



**Speech language and social interaction
Literacy and Numeracy
Memory and Thinking skills**

We use **all** our curriculum pathways to map pupils' small steps of progress over time and celebrate their achievements.

Whitmore Park Enabling Pedagogy

At Whitmore Park Primary School, our pedagogical approach is grounded in the belief that every child is entitled to a high-quality education that enables them to thrive academically, socially and personally.

Our teaching principles are underpinned by research and evidence, ensuring that the strategies we use are well matched to the needs of our pupils and our community.

Personalised and Pathway-Based Provision

Where pupils need more bespoke provision:

- Learning is broken into smaller, meaningful steps.
- Pedagogical approaches are tailored, such as sensory-informed practice, multi-modal communication support, or specialist intervention.
- This ensures that children who face barriers - related to cognition, communication, language, well-being or wider vulnerabilities - continue to make progress within a curriculum that reflects who they are.

Evidence-Informed Teaching for Every Child

High-quality, research-informed teaching focuses on:

- Explicit instruction
- Modelling, guided practice and independence learning
- Retrieval practice and sequenced learning
- Clear communication and language development

A Learning Environment That Enables Success

Our pedagogy is supported by inclusive learning environments that:

- Promote regulation, safety and readiness to learn.
- Provide structure, routine and positive relationships.
- Enable children to express their views, collaborate with others and become increasingly independent.

Every adult plays a vital role in building an ethos of respect, high expectations and belonging, so that all pupils feel valued and capable.

Adaptive Teaching to Ensure Equity

Teachers use a range of adaptive strategies, including:

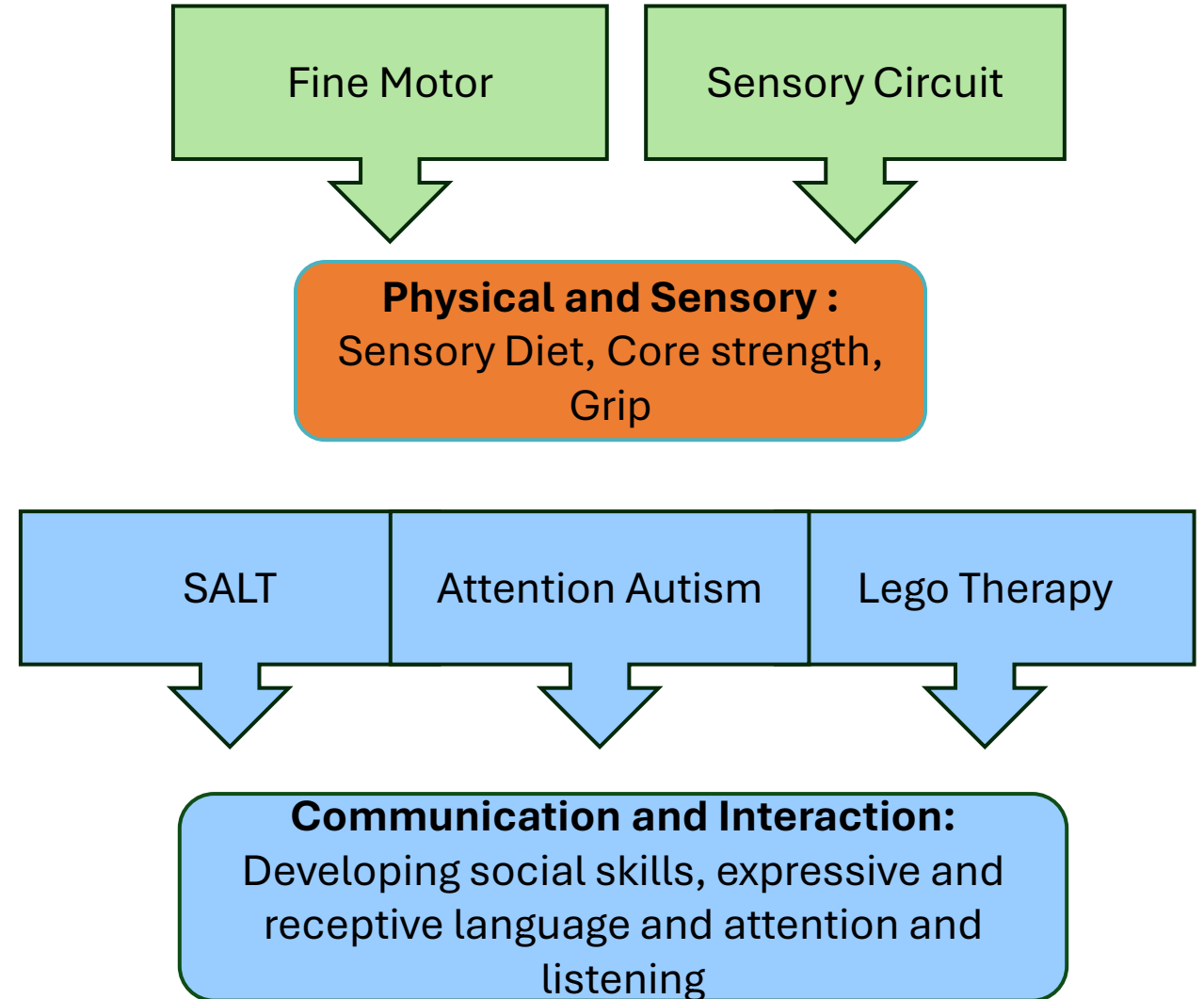
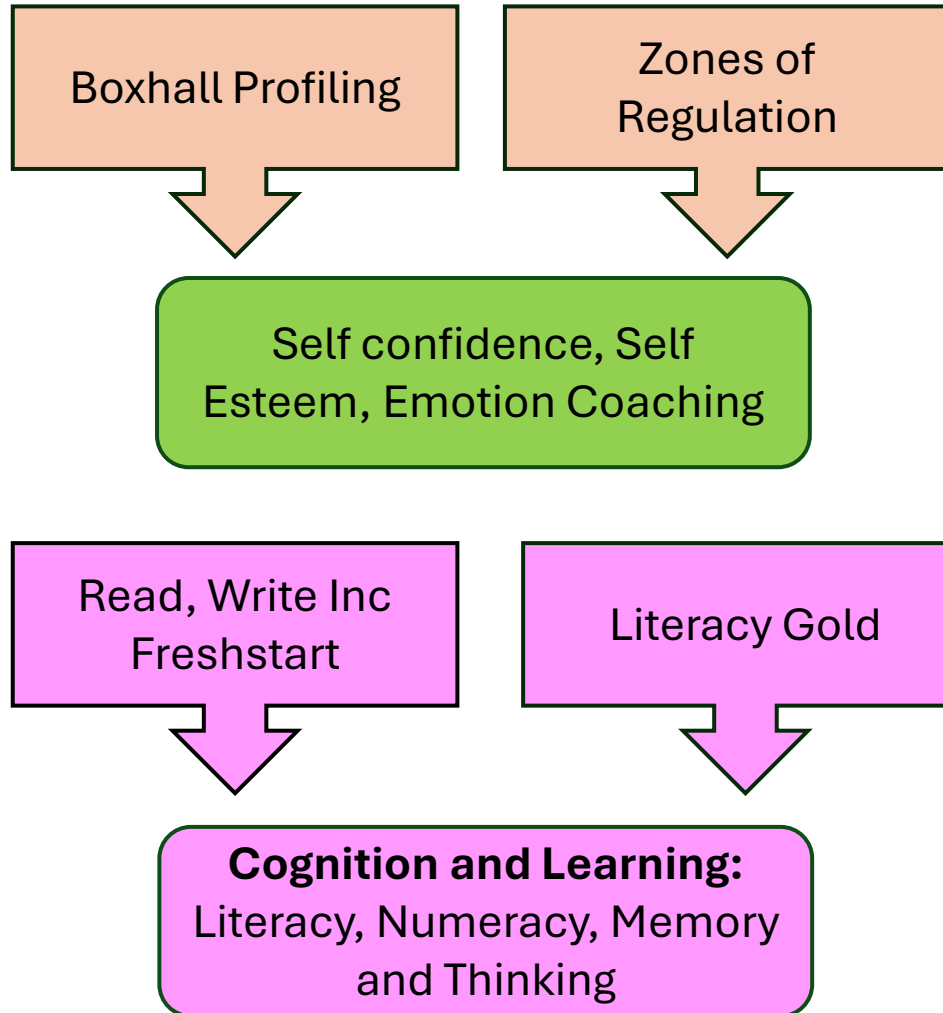
- Adjusting pace, scaffolding and questioning.
- Providing visual supports, pre-teaching, and structured vocabulary instruction.
- Tailoring resources and tasks to reduce barriers for individuals or groups.
- Adaptive teaching is proactive, responsive and rooted in strong formative assessment so that every child has the right level of challenge and support.

A Shared Responsibility for Pupil Progress

We believe that high-quality pedagogy is a collective endeavour. Teachers, support staff, leaders, families and specialist professionals work together to:

- *Identify vulnerability early.*
- *Remove barriers to learning and well-being.*
- *Ensure all children benefit from the knowledge-rich, broad and balanced Whitmore Park Curriculum.*

Whitmore Park Curriculum Interventions



2 Support Bases – The Nest and The Den

- The Nest – Cognition and Learning for Reception children
- The Den – Cognition and Learning and SEMHL for Y1-Y3 children
- KS1 Nurture- SEMHL intervention for KS1
- SEMHL intervention for KS2

Interventions - SEMHL

- Thrive
- Mentoring
- Buddying
- Talk + Draw
- Play Therapy
- CBT

Interventions - SEND

- Phonics RWI and RWI Freshstart
- Dyslexia – Literacy Gold
- Precision Teaching

Staff Development

- At Whitmore Park Primary School, we invest strongly in high-quality professional development so that every member of staff is equipped to deliver our ambitious curriculum and inclusive pedagogy.
- Our approach to CPD is rooted in research, evidence and best practice, ensuring that teaching reflects what is most effective for our context and for the children we serve.
- Training is carefully tailored to the needs of our pupils, including those who experience vulnerability linked to learning, communication, social and emotional development, or wider environmental factors.
- Staff receive targeted development in adaptive teaching, communication approaches, regulation strategies and the use of our Curriculum Pathways, so that they can meet pupils at their stage, not their age.
- Through ongoing coaching, collaborative practice and reflective dialogue, we build a confident, skilled workforce whose expertise enables all children to flourish academically, socially and emotionally.

Staff CPD



We provide a comprehensive range of staff training provided by school leaders, external consultants, Coventry Local Authority. We also take part in network groups SEND Leader

Universal Training



**ASD
ADHD
Dyslexia
Attachment
Emotion Coaching
Visual Timetables
Social Stories**

Bespoke Training



**Attention Autism
Makaton
TAC PAC
Sensory Circuits**

Parent Partnerships



At Whitmore Park Primary School, we understand that parents hold the deepest knowledge of their children - their needs, strengths and what helps them succeed. We aim to work in partnership with families to provide the right support at the right moment. We believe in communication built on respect, trust and genuine partnership.

Here are some of the ways we work in partnership with parents of all to ensure equitable access for our learners

Pastoral
Support
through our
Welfare
Team

Class
teacher face
to face
meetings

Signposting
and referrals
to external
agencies

Termly
Learning
Review
Meetings

Half termly
reviews if
required

Impact

Quality Assurance at Whitmore Park Primary School

At Whitmore Park Primary School, our approach to Quality Assurance (QA) is rooted in our commitment to ensuring that every child - regardless of their starting point, needs or vulnerability factors - receives the highest possible quality of education.

Our QA systems are deliberately robust, research-informed and shaped around our Curriculum Pathways, inclusive pedagogy and partnership working.

Impact

A Rigorous, Holistic View of Pupil Need

- Quality Assurance begins with a strong understanding of our pupils' diverse needs. We use the **Whitmore Park Vulnerability Indicators** to identify early any factor that may act as a barrier to learning, participation or well-being. This ensures that support, scaffolding and protective strategies are applied proportionately and at pace, in alignment with our **Stages 1–5 model**.
- Senior leaders, teachers and support staff work collaboratively to track how well pupils are accessing learning, the curriculum and wider school life, ensuring that no child's needs go unnoticed or unmet.

Curriculum Pathways as QA Drivers

- Our **Curriculum Pathways**—Purple (Universal), Green and Pink (Targeted/Personalised)—provide a clear framework for evaluating the quality, pitch and progression of learning.
- Quality Assurance explores:
 - Whether pupils are on the *right* Pathway based on accurate assessment.
 - Whether teaching enables progression *within* the Pathway and *between* stages.
 - Whether planned learning truly reflects each child's strengths, communication profile, culture and next steps.
 - Whether adaptive strategies support access to the curriculum at the right level.

Impact

Pedagogy Rooted in Research and Adaptation

- Our QA processes check how well school-agreed pedagogical principles—drawn from evidence-informed practice—are consistently embedded, including:
 - Explicit teaching of foundational knowledge and skills
 - High expectations with scaffolded support
 - Adaptive teaching that responds to need without capping ambition
 - Approaches that strengthen communication, language and vocabulary
 - Regulation-supportive teaching and enabling environments
 - Bespoke methods for pupils needing personalised or specialist provision

QA evaluates how effectively these approaches ensure access, inclusion and progress for all learners.

A Culture of Shared Responsibility

- Quality Assurance at Whitmore Park is not a top-down exercise. It is a shared commitment across the whole staff team:
 - Teachers reflect on their practice and the progress of their pupils
 - Support staff contribute insights from their daily work with children
 - Leaders model and coach best practice
 - Governors provide strategic scrutiny and support
 - Together, this collective effort ensures that Whitmore's provision remains responsive, ambitious and centred around the needs of our pupils.