

What Inclusion Means to Roe Green Infant School

At Roe Green Infant School, inclusion means that every child is recognised, valued, and supported to flourish—regardless of their starting point, background, or individual needs. We believe that all pupils have the right to access high-quality teaching, feel safe and welcomed, and experience a sense of belonging in our school community.

At Roe Green, we serve 449 pupils aged 3 to 7 in a very diverse community in Brent, where 90.6% of our children speak English as an additional language and where we celebrate over 30 home languages and a rich tapestry of cultures, faiths and family backgrounds.

Inclusion at Roe Green Infant School is not a separate initiative; it is the foundation of our ethos, everyday practice, and decision-making.

How We See Inclusion

1. Pupils with English as an Additional Language (EAL)

This is our largest inclusion group, representing 90.6% of our school population. We view multilingualism as a strength. This includes new arrivals to England with no or limited English, pupils at early stages of English acquisition, pupils who are conversationally fluent but struggle with academic language, and pupils literate in their home language but not yet in English.

Our approach includes:

- Teaching strategies that support communication and confidence
- Creating language-rich classrooms where vocabulary, communication, and cultural identity are supported
- Differentiated language support and extensive use of visual scaffolding
- Use of a translator device for family communications
- Understanding that learning in a second language requires additional cognitive effort
- Recognising that withdrawn behaviour or apparent difficulties may signal language barriers rather than other needs
- Giving pupils time to develop fluency, confidence, and understanding
- Celebrating and drawing upon the diverse languages and backgrounds of our community
- Monitoring the progress of early acquisition of English using the Bell Assessment Framework
- Welcoming parents in to school to share stories in their home language
- Helping our community to achieve and thrive through signposting vacancies and volunteering opportunities where possible.

2. Special Educational Needs and/or Disabilities (SEND)

We are committed to identifying pupils' needs early and providing tailored, evidence-based support so they can access learning and make progress. In our infant and nursery setting, we identify and support pupils with:

- Speech, language and communication needs (particularly critical given our high EAL population where we must carefully distinguish between language acquisition and actual speech and language difficulties)
- Physical disabilities requiring environmental adaptations
- Sensory needs such as visual or hearing impairment
- Social, emotional and mental health difficulties
- Cognition and learning needs including developmental delay
- Autism spectrum conditions
- Medical conditions that affect learning and school participation.

We ensure:

- High expectations for every child
- Adapted teaching and accessible learning environments
- Early identification and working with specialists (speech and language therapists, educational psychologists, occupational therapists)
- Making reasonable adjustments to our curriculum and environment
- Close collaboration with families and external agencies
- A graduated approach rooted in understanding the whole child
- Carefully planned transitions to junior school.

3. Disadvantaged Pupils

This includes children whose families face financial hardship—pupils eligible for Pupil Premium and Free School Meals, families experiencing in-work poverty, those in temporary or insecure housing, families accessing food banks, or facing financial barriers to school trips, uniform or equipment.

We remove barriers linked to social or economic disadvantage by:

- Ensuring equitable access to opportunities, enrichment, and high-quality teaching
- Using funding strategically to narrow gaps and improve outcomes
- Providing support where needed (breakfast provision, partially funded trips, uniform assistance)
- Understanding how poverty impacts attendance and punctuality
- Building strong, respectful relationships with families to support each child's well-being and progress
- Providing vouchers to give continued support over the holidays
- Targeting interventions where needed e.g. Wizard Theatre- Power of Creativity.

4. Pupils with protected characteristics

We also recognise and actively support pupils with protected characteristics under the Equality Act 2010.

- We ensure our curriculum reflects our pupils' backgrounds and identities
- We tackle any form of racial discrimination or prejudice from the earliest age

- Race and ethnicity – tackling racist incidents, ensuring equality of opportunity
- Religion or belief – respecting dietary needs, prayer times, festivals, ensuring our RE curriculum includes all faiths represented
- Sex – promoting gender equality and challenging stereotypes from nursery age
- Disability – making reasonable adjustments and ensuring accessibility
- Sexual orientation – supporting pupils with LGBTQ+ family members and age-appropriate inclusion education
- Gender reassignment – supporting any child or family member exploring gender identity.

We recognise and actively support pupils experiencing family challenges:

- Parental separation, divorce, domestic abuse, or imprisonment
- Parental mental ill-health or substance misuse
- Bereavement and loss
- Homelessness or housing insecurity
- Immigration concerns creating family anxiety
- Families who are refugees or asylum seekers experiencing trauma
- Family isolation due to language barriers
- Young carers (even at infant age, some children care for siblings or support unwell parents).

5. Attendance

Persistent absence is a high-level inclusion priority for us as a school. To assist our Attendance Officer, we employ an assistant attendance officer.

Inclusion is about ensuring pupils are present and able to engage. This includes pupils with persistent absence, those at risk, pupils with medical needs causing frequent absence, families struggling with routines, families where early years attendance is not culturally valued or understood, and pupils experiencing anxiety or emotionally-based school avoidance.

We work to:

- Understand the reasons behind absence and respond with compassion and early support
- Remove barriers—whether medical, emotional, SEND-related, social, or practical (transport, work patterns, childcare for siblings)
- Work with families to promote good routines, belonging, and a positive attitude towards school
- Partnership working with our Brent School Attendance Officer Sandra Louison
- Use multi-agency support where needed
- Celebrate and reward improved attendance
- Communicate the vital importance of attendance in language accessible to all families.

6. Safeguarding

Safeguarding underpins everything we do. Inclusion means:

- Every adult takes responsibility for keeping children safe
- Listening carefully to children's voices, especially the most vulnerable
- Creating a school culture where safety, well-being, and trusted relationships are prioritised
- Taking timely action and working alongside families and agencies to protect and support children
- Close working with our Designated Safeguarding Lead
- Understanding trauma and its impact on our youngest children

- Providing stability and nurture for our most vulnerable pupils.

7. Behaviour

Roe Green Infant School is a gold awarded Rights Respecting School. Behaviour is viewed through an inclusive and relational lens. We believe children behave well when they feel safe, understood, and connected. We recognise that behaviour communicates unmet need, especially in our youngest children.

We promote:

- The articles of the United Nations Convention of the rights of the child
- Clear, consistent expectations across the school (fair, firm, fun)
- A relational approach that focuses on understanding the reasons behind behaviour, not simply managing it
- Teaching children the social, emotional and communication skills they need to succeed
- Restorative approaches that repair relationships and build resilience
- Support plans and reasonable adjustments for pupils with additional needs
- Understanding trauma, attachment needs and developmental stages
- Positive mental health and emotional wellbeing from nursery age
- Monitoring behaviour data for any disproportionality across pupil groups.

Behaviour is seen as a form of communication, and we respond with empathy, consistency, and high expectations.

Our Inclusive Culture

We see inclusion as a collective responsibility—led by leaders, modelled by staff, and experienced by children every day. This means we:

- Know our children well and respond to their needs, not wait for problems to grow
- Adapt teaching, routines, and environments to enable access for all
- Ensure every child accesses a broad, balanced and ambitious curriculum regardless of starting point
- Have high expectations for all pupils—no ceiling on what any child can achieve
- Provide quality-first teaching that benefits all learners and recognises that our diverse learners need diverse teaching approaches
- Celebrate diversity and difference as our greatest strength
- Collaborate effectively with families to support children's wellbeing, learning and behaviour
- Collaborate effectively with parents and carers, overcoming language and cultural barriers
- Work with multi-agency health services, social care, early help, and specialist services
- Forge strong links with our feeder junior schools to ensure smooth transitions
- Ensure every child feels safe, welcomed and genuinely valued
- Shows zero tolerance of discrimination, harassment or bullying
- Ensure every child experiences opportunities to thrive, achieve and belong.

Understanding Intersectionality at Roe Green

We recognise that many of our pupils belong to multiple inclusion groups simultaneously. For example, a child may speak Somali at home (EAL), have speech and language difficulties (SEND),

be eligible for Pupil Premium (disadvantaged), have a parent experiencing mental ill-health (family challenge), and have persistent absence (attendance barrier).

Inclusion at Roe Green means seeing the whole child, understanding how different aspects of their identity and circumstances interact, and providing joined-up, holistic support that addresses all their needs.

At Roe Green Infant School, we are proud to be a welcoming, inclusive, and nurturing community where every child is valued as an individual. We believe that all children have the right to feel safe, respected, and supported to achieve their full potential, regardless of their background, ability, need, or circumstance.