

Inclusion Statement 2025-26

Overview

At Cranford Park Academy, we recognise that all children learn differently and therefore the needs of the child are always at the forefront of our minds. This is our guiding principle when it comes to inclusion. We work with parents, teachers, LSAs and a range of external agencies to develop our understanding of an individual and build individualised learning plans. We aim to set suitable learning challenges, respond to pupils' diverse needs and strive to overcome potential barriers to learning for individuals and groups of children. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

If a teacher, or you as a parent, feel that your child is experiencing difficulties at school we will be pleased to discuss the difficulties so that we can decide together what is best for your child. We believe that the closer we work together the more successful any help will be. This goes on to form a continuous assessment cycle known as APAR's (Assess, plan, action, review) where we will assess the needs of the child, plan what support is necessary, put this into action and then review provision.

Where to Find Important Documents:

To support parents further we have a number of documents on our school website that link to inclusion that are worth reading.

Policy	Website Link:
Behaviour policy	The Park Federation Academy Trust Cranford Park Academy Behaviour Policy
English as an Additional Language Policy	https://www.cranfordpark.academy/attachments/download.asp?file=653&type=pdf
Equality and Accessibility Plan	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.cranfordpark.academy/attachments/download.asp?file=789&type=pdf
Intimate Care policy	https://www.cranfordpark.academy/attachments/download.asp?file=86&type=pdf

Looked After Children Policy	School Policy for the Education of Looked After Children
SEN Policy	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.cranfordpark.academy/attachments/download.asp?file=790&type=pdf
Supporting Children with Medical Conditions Policy	Cranford Park Academy Supporting Pupils with Medical Conditions Policy 2025-2027

Speech and Language

Speech and Language skills are an integral part of any child's development as these are the skills required to access any of the curriculum at school. Consequently, at Cranford Park Academy we are invested in developing these skills for all children regardless of their needs.

Key Stage	Overview
Early Years	Communication and language is a central part of the Early Years Curriculum. As a result, it is supported daily in class. For children who are identified as needing extra support in this area we run Attention Hillingdon, Language Links groups, Speech Sound support and where needed Social Skills groups. These interventions are often guided by the advice from our link Speech and Language Therapist.
Key Stage 1	During Key Stage 1, we begin to focus on vocabulary development through the use of tiered vocabulary. We continue to use Language Link groups for those who need them and also introduce phonics sessions to support work on speech sounds. Our focus here, as much as possible, is to compliment the high quality teaching taking place in the classroom. We utilise pre-teaching and over-learning to support this where needed. We work alongside our allocated Speech and Language Therapist to tailor our support to benefit the children identified with a need.

Key Stage 2	In Key Stage 2, we aim to embed the skills children have been learning throughout their time at Cranford Park Academy. We aim to equip pupils here with the Speech and Language skills they will need to be independent learners and ultimately successful in the next step of their educational journey in whatever form that may take. We continue to focus on vocabulary development that is complementary to the teaching children are receiving in class. Where possible, we try to integrate this support into the classroom with a focus on visual learning alongside their peers, but for a small number of children this support is still delivered in a smaller group and is often planned in conjunction with our Speech and Language Therapist.
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Social, Emotional and Mental Health

At Cranford Park Academy, we recognise that our job is to develop the whole child so they can be happy and successful not only in their time with us, but when they leave us and progress firstly into Secondary School but then into adulthood! Therefore we invest time and resources into developing social skills, emotional wellbeing and positive mental health.

Key Stage	Overview
Early Years	Social skills are developed throughout the day in our Early Years setting with the fundamentals of socialising being built into all lessons. Additionally, we do run nurture groups for children who need more structured support in this area, these normally centre around attention and listening skills, turn taking and sharing. From Nursery upwards we utilise the Jigsaw PSHE scheme.
Key Stage 1	In Key Stage 1 we continue to target social, emotional, and healthy mental health development throughout our curriculum and particularly utilise our JIGSAW PSHE scheme to do this. However, we do recognise that some of our children may need extra support for whatever reason with these skills. As a result, we have a range of interventions to support this: counselling, learning mentoring, the use of secret adults, social skills groups, nurture groups and the use of a sanctuary at lunch time. We also work closely with external agencies like Harlington Hospice, play therapists and when needed CAHMs.

Key Stage 2	<p>Similarly to Key Stage 1, we utilise our curriculum to support social, emotional development and positive mental health. We integrate this into our team sport teaching in PE as well as our JIGSAW PSHE scheme. For children who are still struggling with this area of need, we use many of the same interventions as Key Stage 1 (counselling, learning mentoring, social skills group, play therapy, secret adults, CAHMs, Harlington Hospices and the sanctuary at lunch time). In Key Stage 2 we also have Well-Being Ambassadors. There is one ambassador per key stage 2 class and they apply for the position and are trained in how to support other children with their well-being. Prior to leaving for secondary school in year 6, we support children with transition in small groups, dependent on the needs of each particular child.</p>
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Cognition and Learning

At Cranford Park Academy, we pride ourselves on adapting our teaching to the needs of all our children. We firmly believe that every child has the capability to learn and pride ourselves on identifying each individual child's strengths and development points and tailoring our curriculum to meet these needs so every child thrives.

Key Stage	Overview
Early Years	<p>Our curriculum is designed to address the needs of all our children in the classroom. However, we do recognise that some children benefit from support in their learning above the support they receive in the classroom. All of our Nursery Nurses have training in running small groups to address misconceptions and utilise the principle of overlearning. We also have our Garden Room provision for children who benefit from bespoke planning tailored to their individual needs, learning at a reduced pace compared to their peers and a low arousal environment.</p>
Key Stage 1	<p>As children progress through the school, we aim to address gaps as they occur through Quality First Teaching. When needed we introduce small groups to address specific areas of learning. We also run small group teaching for children with identified needs.</p> <p>We also have our Garden Room provision for children who benefit from bespoke planning tailored to their individual needs, learning at a reduced pace compared to their peers and a low arousal environment.</p>

Key Stage 2	By the time children reach Key Stage 2, we focus on developing children’s skills to become independent learners so they can be successful in their future pursuits. This is done mainly in our classroom, using differentiation and adapted support where needed. We do run some small group learning sessions for specific children identified with a need.
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Physical and Sensory

At Cranford Park Academy, we have developed a school layout that is accessible for all children.

Key Stage	Overview
Early Years	<p>A large part of our Early Years curriculum focuses on learning through play. As a result, we have sensory learning opportunities set up regularly in all classrooms – the water tray is often a favourite of the children! In addition to this we also utilise Forest School to allow children to explore outside in all weathers. Our Early Years learning classrooms are all accessible to children with physical learning needs as they are on one level. Where there are stairs, we have small stair lifts or alternatively have adults that can support. Additionally, we work hard on developing motor skills throughout our curriculum and also run where needed small groups in this area.</p> <p>We work closely with our welfare team to support children with medical needs and adapt our support for these children depending on their individual needs.</p> <p>We have great working relationships with services from the borough including: Physiotherapist, Occupational Therapist, Vision Impairment Team, Sensory Impairment Team and Auditory Impairment team. These services work alongside us to make our school accessible to all.</p>

<p>Key Stage 1/ Key Stage 2</p>	<p>Our PE curriculum is where we focus on developing most of our motor skills and this is in-built for every child in the school. We have specialist PE coaches to help adapt lessons where needed to meet individual needs. For individuals struggling specifically with certain skills we run small motor skills groups and occasionally develop these into fine motor skills groups such as handwriting where needed. Again, we use quality first teaching to address many of these needs in class and utilise strategies such as visual reminders, or yellow writing.</p> <p>Our building is a split-level building. However, we do have a ramp at the front of school, a car parking space specifically for those with a disability, a lift between the levels and stair lifts on certain stairways. We also work closely with our Physiotherapist and Occupational Therapist to make adaptations to the learning environment when needed. Strategies we utilise in the classroom include different sized chair tables and chairs, writing slopes and weighted pens and pencils to name but a few.</p> <p>We undertake sensory and environmental audits to assess our classrooms and learning spaces for sensory triggers and to make adjustments to create a more supportive and inclusive environment, especially for individuals with sensory processing needs.</p> <p>As with Early Years, children who have specific medical needs are catered for on an individual basis in consultation with our welfare team and where needed this is supported through our school nurse, or doctors working specifically with that child. In the past we have also worked closely with the Skills Hub to provide quality education for children too unwell to attend school. We also continue to work with the: Vision Impairment Team, Sensory Impairment Team and Auditory Impairment team as children move through the school and on to secondary school.</p>
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Complex Needs

At Cranford Park Academy, we occasionally find children that would benefit from learning through a different style of teaching. We have therefore developed spaces to provide different learning environments for specifically identified children.

<p>Key Stage</p>	<p>Overview</p>
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<p>Early Years</p>	<p>Generally, our Early years children remain in class for the majority of their learning. Some children may benefit from spending more time in our Garden Room provision where planning is bespoke to their individual needs. In some specific cases we may work with parents to stagger a child's start as we are aware that school can be an overwhelming place for some children with specific needs. This would be supported through an integration plan.</p> <p>When supported by the borough through Early support Funding or an Educational Health Care Plan we are able to discuss options for 1:1 support for specific children.</p>
<p>Key Stage 1/Key Stage 2</p>	<p>Occasionally we find that a child with a specifically identified need requires a more sensory based learning approach, support in developing life skills or need a more play-based learning curriculum. For these children, they may access some sessions in our Garden Room provision.</p> <p>When supported by the borough through Early support Funding or an Educational Health Care Plan we are able to discuss options for 1:1 support for specific children.</p>

English as and Additional Language (EAL)

One of our favourite things about Cranford Park Academy is how culturally diverse our school is. We work with children and staff from a range of countries and are lucky enough to have staff that speak at least 20 different languages including British Sign language!

<p>Key Stage</p>	<p>Overview</p>
<p>Early Years</p>	<p>Language development is built into all learning in Early years and this is supportive of our EAL children. We utilise visual support for all children. For children who have very little language when they arrive we also offer targeted interventions to help them develop their vocabulary and grammar knowledge around English. We subscribe to FLASH academy EAL resources and assessments to support new arrivals at school and at home.</p>

Key Stage 1/Key Stage 2

As children move up through the school, we continue to use visuals and vocabulary support for our EAL children. We utilise resources such as word mats, sentence stems and language models in the class. We subscribe to FLASH academy EAL resources and assessments to support new arrivals at school and at home. We have teachers and support who work with small groups of new arrivals to help them settle in school.

We also often ask our children to support each other in a buddy style system. Finally we utilise our talented staff who speak more than one language and use it to support children who require support to develop their English.

Parent Outreach

At Cranford Park Academy, we recognise that happy homes lead to happy children. We therefore really value our parental relationships and try to support wherever we can. Our family support worker works with a range of families over each academic year and is always available to help.

Key Stage	Overview
Early Years	<p>In Early years, we invest a lot of time working with our parents to support children transitioning to school. Like the rest of the school, our teachers are available to speak to at the end of the day or phone calls can be arranged through the school office. We also offer 'How to Help' sessions based around our curriculum as well as 'Building Brilliance' sessions where parents can come into the classroom and learn alongside their children and the teacher. In some specific cases, we also have a family support worker who can work directly with families.</p> <p>When needed we also support parents to access external agencies such as the school nurse to support more complex needs such as health or personal care needs.</p>

Key Stage 1/Key Stage 2

Our first suggestion for parents when they need support is to speak to their class teacher. However, we recognise that there are times that more support is needed. We offer a range of coffee mornings over the year and have a family support worker who works with individual parents and groups of parents in a range of contexts. Additionally, we offer 'How to Help' sessions in each year group to support parents to understand the range of teaching styles we use in school.

When needed we also support parents to access external agencies such as the school nurse to support more complex needs such as health or personal care needs.