

Pensans Inclusion Charter



A shared commitment to belonging, equity and high-quality inclusive practice

At Pensans CP School, inclusion is not an initiative or an add-on – it is how we work, teach and relate every day.

This charter sets out our shared commitment to ensuring that every child feels a strong sense of belonging, is understood as an individual, and is supported to thrive academically, socially and emotionally.

Our shared beliefs

We commit to the following principles:

- Every child belongs at Pensans and is a valued member of our school community.
 - High-quality, inclusive classroom practice is the foundation of support for all pupils, particularly those who find learning hardest.
 - Children with SEND, SEMH needs, disadvantage or vulnerability deserve ambitious teaching, not lowered expectations.
 - Early identification, relational understanding and thoughtful adaptation reduce barriers more effectively than reactive intervention.
 - Inclusion is a collective responsibility – not the role of one person or team.
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What this means in our daily practice

By signing this charter, all staff commit to:

1. Belonging and relationships

- Build strong, trusting relationships with pupils, recognising the importance of emotional safety and regulation.
- Use a relational, restorative approach when behaviour communicates unmet need.
- Ensure pupils with SEND feel visible, known and included in classroom and wider school life.

2. Inclusive, adaptive teaching

- Deliver high-quality universal provision through clear routines, modelling, scaffolding, structured talk and visual supports.
- Adapt teaching to remove barriers without diluting ambition or curriculum intent.
- View adaptive teaching as everyone's responsibility, not something separate from everyday classroom practice.

3. Early identification and graduated response

- Notice and respond promptly to emerging needs – no child is expected to “wait to fail.”
- Use the graduated approach (Assess-Plan-Do-Review) consistently and thoughtfully.

- Work closely with the SENCo and pastoral team to refine support based on evidence and impact.

4. Partnership with families and professionals

- Value parents and carers as partners and experts in their children.
- Communicate openly, respectfully and proactively.
- Engage positively with external professional advice and embed recommendations into everyday practice.

5. Professional responsibility and continual development

- Engage with SEND and inclusion CPD to strengthen confidence and consistency.
- Reflect on practice honestly and adapt where needed.
- Maintain high expectations for ourselves and for the pupils we serve.

Our collective responsibility

Inclusion at Pensans is strongest when:

- Staff share language, values and expectations
- Pupils experience consistency and safety
- Families feel trusted and supported
- Barriers are addressed early and effectively

This charter represents our shared promise to uphold these standards in all roles and across all phases.

Staff commitment

By signing below, I confirm that I understand and commit to upholding the principles of the Pensans Inclusion Charter in my daily practice.

Name	Role	Signature	Date

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