

Inclusive Promise



At Evergreen Primary Academy, we are committed to **nurturing every child's potential** and **widening life opportunities** through **exceptional educational** experiences rooted in our community values. Evergreen fosters a **culture of belonging** and **curiosity** with **inclusive excellence** and **high expectations** for all.

Inclusion

Interactions

At Evergreen Primary Academy, inclusion is at the heart of everything we do and is built upon the belief that every child should feel valued, understood and able to thrive. Central to this approach are high-quality interactions and a strong relational ethos, where adults take time to know each child as an individual, understanding their strengths, needs, experiences, communication styles and potential barriers to learning. Relationships come before anything else; staff adopt a calm, predictable, and emotionally available approach, recognising that behaviour is a form of communication and responding with curiosity, empathy, and understanding.

Through therapeutic and relationship-focused practices such as PACE, high-quality interactions, active listening, validation, and consistent positive reinforcement, children develop a strong sense of belonging, safety and trust. Inclusive interactions are carefully adapted to meet individual communication and language needs through the use of supportive verbal and non-verbal strategies, visuals, Widgeits, and tailored resources, ensuring that every child can access learning and have their voice heard.

Inclusion extends beyond the classroom through meaningful partnerships with parents, carers, and external agencies, recognising that the best outcomes are achieved when everyone works together around the child. Families are valued as key partners, and staff collaborate closely with professionals such as educational psychologists, mental health practitioners, Bridge Therapy, Bristol Robins and other specialist services to ensure provision is responsive, holistic and tailored to individual needs.

By combining strong relationships, high-quality interactions, adaptive practice, and collaborative working with families and external professionals, Evergreen creates an inclusive environment where every child is known, supported, and empowered to reach their full potential.

Environment

The environment at Evergreen Primary Academy is intentionally designed to be inclusive, nurturing and responsive to the diverse needs of our children and families. Classrooms are calm, organised and accessible, incorporating visual supports, flexible seating and adaptive resources to promote engagement, independence and a sense of belonging. Children have access to both indoor and outdoor reset spaces where they can regulate, reflect and successfully return to learning when needed. Across the academy, Zones of Regulation are embedded to help children understand and manage their emotions, while sensory circuits and sensory-based strategies support self-regulation, readiness for learning and emotional wellbeing.

Our extensive Evergreen grounds are used as an extension of the classroom, providing opportunities for outdoor learning, movement, exploration and enrichment. Additional specialist provision, including the Nurture Hub and Sensory Room, offers targeted support for children requiring enhanced emotional, social or sensory provision. Inclusion extends beyond the classroom through facilities such as the Parent Hub Room, which provides practical and pastoral support for families and a dedicated Multifaith Space that reflects and celebrates the diversity of our school community.

We are committed to continually reviewing and improving our environment; inclusive environment audits and checklists are used regularly across the academy to ensure that our provision remains accessible, welcoming and responsive to the changing needs of our pupils and families. Together, these spaces help to remove barriers to learning, promote wellbeing and ensure that every child feels safe, respected, valued and fully included within the Evergreen community.

Learning Design

At Evergreen Primary Academy, learning is designed around the needs, strengths and starting points of each child, ensuring that all learners can access, engage with and succeed in the curriculum. We recognise that children learn in different ways and at different rates; therefore, adaptive teaching and inclusive practice are embedded within every classroom. Staff use a deep understanding of each child's needs, interests, prior knowledge and experiences to plan learning that is both accessible and ambitious. Our low-threshold, high-ceiling approach ensures that every child can participate meaningfully while still being challenged to achieve their full potential. Adaptations such as scaffolding, chunking, visual supports, flexible grouping, communication boards, individual timetables and tailored resources are used purposefully to remove barriers to learning without lowering expectations. Learning is continually adapted through assessment for learning and responsive teaching, ensuring that support and challenge evolve alongside children's progress.

Communication is central to our inclusive learning design, with communication boards and a range of oracy strategies enabling all children, including those who are pre-verbal, non-verbal or developing English language skills, to express themselves, participate actively and have their voice heard. Through this personalised and inclusive approach, we ensure that every child experience success, develops independence and progresses within a coherent and meaningful learning journey.

Diversity in curriculum

Diversity is thoughtfully embedded throughout our curriculum and reflects both the rich cultural heritage of our school community and the wider world. Diversity is not taught as a standalone topic or limited to special events; instead, it is a consistent and visible thread that runs through all areas of learning. Our curriculum is designed to ensure that every child feels represented, valued and included while developing respect, empathy and understanding of others. The enactment of our curriculum is a deliberate part of this approach, ensuring that diversity is not only planned for but is actively experienced through daily teaching, interactions, resources and learning opportunities. At EPA, children encounter a wide range of cultures, experiences, beliefs, languages, family structures and abilities through the books they read, the people they learn about and the experiences they are provided with. Our curriculum celebrates the diversity of our own school community. Home languages are valued and promoted, multilingual signs and resources are used where appropriate, and children are encouraged to share their cultures, experiences and traditions. We work closely with families through community events, curriculum projects and opportunities for parents to contribute to learning, helping children develop pride in their identity and a sense of belonging. We are committed to ensuring that diversity also means accessibility and inclusion for all learners. Learning is adapted through the use of visual timetables, communication and sensory supports, adapted resources and alternative ways of recording learning. For some pupils, including those with SEND working below age-related expectations, a personalised and play-based curriculum ensures that learning remains meaningful, engaging and ambitious. Our learning environments further reflect our commitment to inclusion through displays, books, photographs and resources that positively represent the diverse identities, cultures, abilities and experiences within our school and society. Through these experiences, we actively grow children's cultural capital, broaden their understanding of the world and prepare them to become respectful, confident and compassionate citizens in a diverse society.

Meeting Need

Meeting the needs of every child is at the heart of Evergreen Primary Academy's inclusive ethos. We recognise that every pupil is unique, bringing their own strengths, interests, experiences and aspirations. Through our commitment to inclusion, equity and high expectations, we strive to create an environment where all children feel safe, valued, respected and able to achieve their full potential.

We adopt a whole-child approach, recognising that learning is influenced by a child's academic, social, emotional, communication and physical development. Staff invest time in building strong, positive relationships with pupils and their families, enabling them to develop a deep understanding of each

child's individual needs and circumstances. This understanding informs the planning of responsive provision that supports both achievement and wellbeing.

Quality First Teaching forms the foundation of our approach to meeting need. Teachers carefully adapt their practice to ensure learning is accessible, engaging and appropriately challenging for all pupils. This may include the use of adaptive teaching strategies, scaffolded learning, visual timetables, visual supports, pre-teaching of vocabulary, flexible grouping, sensory regulation opportunities, communication aids and alternative methods of recording. Through ongoing assessment, teachers identify barriers to learning and make timely adjustments to ensure pupils can fully participate in the curriculum.

For pupils requiring additional support, evidence-based interventions are implemented through the graduated approach of Assess, Plan, Do, Review. These may include targeted support for communication and interaction, speech and language development, literacy and numeracy, social skills, emotional regulation and mental health and wellbeing. Interventions are regularly monitored and reviewed to ensure they have a positive impact on outcomes for pupils.

Where appropriate, pupils may access personalised programmes of support, bespoke timetables or adapted curricula designed to meet their specific developmental needs. Staff work closely with external agencies, including Educational Psychologists, Speech and Language Therapists, the Bristol Autism Team, Mental Health Support Teams and other specialist professionals to ensure provision is informed by expert advice and best practice.

Our inclusive environments further support pupils to succeed. Calm spaces, sensory provision, targeted intervention rooms, the Nurture Hub and structured learning environments enable children to develop communication, independence, emotional regulation and social skills. These spaces provide opportunities for pupils to feel secure, build confidence and experience success while maintaining a strong sense of belonging within the wider school community.

At Evergreen Primary Academy, we believe that inclusion is everyone's responsibility. Through meaningful relationships, high-quality teaching, adaptive practice and collaborative working with families and professionals, we actively remove barriers to learning and participation. This ensures that every child is supported to engage, achieve, develop independence and flourish both academically and personally.

Linked:

Visible

High quality interactions

Learning Beyond

Relationships

EPA citizen

T&L framework

SEND policy

SEND III

Zones of regulation