Inclusion Strategy – Kirk Ella St Andrews CP

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded through our core school budget (including the notional SEN budget) and the Inclusive Mainstream Fund (IMF). The school utilises this funding to deliver its graduated response to SEND. Funding is allocated according to identified need and reviewed regularly to ensure provision has the greatest impact on pupil outcomes. This includes investment in high-quality universal provision, targeted interventions, staff development, pastoral support and specialist resources where appropriate. (IMF).

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-27
Date this statement was published	November 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Governing Body

Statement of intent

At Kirk Ella St Andrews CE Primary School we are committed to ensuring that every child feels valued, safe, included and able to thrive academically, socially and emotionally. We believe that inclusion is everyone's responsibility and that all pupils should be able to access a broad, balanced and ambitious curriculum regardless of need, background or starting point.

Our inclusion strategy is informed by the Department for Education's seven principles of inclusion and reflects our commitment to high-quality adaptive teaching, early identification of need, effective partnerships with families and evidence-informed practice. We are developing a strong universal offer which enables most pupils to succeed through high-quality classroom provision, while providing targeted support when additional intervention is required.

This strategy has been developed through evaluation of attainment, attendance, behaviour and SEND data, alongside consultation with staff, governors, parents and external agencies. It aligns with our School Development Plan priority to improve outcomes for SEND and disadvantaged pupils through stronger adaptive teaching, improved identification and monitoring systems and enhanced partnership working.

Our aim is that all pupils, particularly those with SEND and those who are disadvantaged, achieve well from their starting points, attend regularly, participate fully in school life and develop a strong sense of belonging within our school community.

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	**Self-regulation and emotional wellbeing** Some pupils find it difficult to regulate emotions, manage anxiety and respond positively to change or challenge, reducing participation in learning.
2	**Communication and language** An increasing number of pupils experience speech, language and communication difficulties which affect their ability to understand teacher explanations, engage in discussion and express their understanding.
3	**Attendance, belonging and engagement** A small but significant group of pupils have lower attendance and reduced engagement which limits access to learning and wider school experiences.
4	**Independence and executive functioning** Some pupils experience difficulties with attention, organisation, working memory and task initiation, limiting their ability to learn independently.
5	**Literacy and communication for learning** Some pupils struggle to access and communicate learning through reading, vocabulary development and writing.

Activity in this academic year

What activities will we prioritise this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

In this context, ‘activity’ is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted

provision. Activity may address multiple barriers identified, particularly for improvements to your universal offer.

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type** (*whether it is universal or targeted)*	**Total budgeted cost** *£15,661*
High-Quality Inclusive Teaching **Why?** High-quality teaching is the most important lever for improving outcomes for all pupils, particularly those with SEND and disadvantaged pupils. **Priority Activity** Develop and implement a whole-school Adaptive Teaching Framework that establishes consistent approaches to: • scaffolding and independence • modelling and explicit instruction • effective questioning • flexible grouping • retrieval and rehearsal • visual supports • communication-rich classrooms • responsive assessment Barriers 1,2,3,4,5	Universal	6,200
Communication, Literacy and Curriculum Access **Why?** Communication and literacy underpin success across the curriculum and are increasingly significant barriers for a growing number of pupils. **Priority Activity** Create a communication-friendly school through: • explicit vocabulary instruction • structured talk opportunities • communication-friendly classroom environments • pre-teaching and precision teaching • evidence-informed language and literacy interventions • targeted writing support Barriers 2, 3, 5	Universal & Targeted	3,000

Belonging, Regulation and Participation **Why?** Pupils learn best when they feel safe, understood and connected to school. Strong emotional wellbeing promotes attendance, engagement and achievement. **Priority Activity** Develop a whole-school approach to belonging and regulation through: • Emotion Coaching • nurture approaches • consistent relational practice • regulation and sensory supports • pastoral interventions • staff coaching and professional development • pupil voice and participation opportunities Barriers 1,3	Universal & Targeted	2,700
Early Identification and Partnership Working **Why?** Early identification and collaborative support enable needs to be addressed before barriers become entrenched. Strong partnerships with families and professionals improve outcomes and consistency. **Priority Activity** Strengthen systems for: • early identification of need • graduated response • provision mapping • SMART outcome planning • half-termly progress reviews • attendance monitoring • family engagement • multi-agency collaboration Barriers All barriers	Universal	2,200
Monitoring, Evaluation & Contingency The impact of this strategy will be monitored throughout the academic year using a range of quantitative and qualitative measures including: • Learning walks and classroom visits focused on adaptive teaching and curriculum access. • Book scrutiny and pupil work reviews. • Pupil progress meetings and attainment analysis. • SEND provision reviews and intervention	Universal	1,561

Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve **by the end of our inclusion strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Teaching and Learning High-quality adaptive teaching consistently evident across the school. SEND and disadvantaged pupils access the same ambitious curriculum as their peers. Pupils increasingly demonstrate independence and resilience.	• Adaptive teaching consistently evident across all classes. • Staff confidently implement agreed strategies. • Greater access to learning for SEND and disadvantaged pupils. • Increased pupil independence and engagement • Pupils with SEND access an ambitious curriculum and make strong progress.
Achievement SEND and disadvantaged pupils make strong progress from their starting points. Attainment gaps continue to narrow, particularly in writing and communication-rich areas of the curriculum.	• Improved literacy outcomes for SEND and disadvantaged pupils. • Increased pupil participation in classroom discussion. • Improved intervention entry and exit data. • Narrowing attainment gaps.
Attendance and Inclusion Attendance improves for vulnerable groups. Persistent absence reduces. More pupils participate fully in learning, enrichment and wider school life.	• Attendance improves for vulnerable groups. • Persistent absence reduces. • Pupils report a strong sense of belonging and inclusion. • Behaviour and engagement improve.
Wellbeing and Belonging Pupils report feeling safe, valued and included. Behaviour, engagement and participation improve.	• Emotion Coaching • nurture approaches • consistent relational practice • regulation and sensory supports • pastoral interventions • staff coaching and professional development • pupil voice and participation opportunities
Partnership Working	• Needs are identified early and supported effectively. • Parents report confidence in communication and support.

Parents report high levels of confidence in school support and communication. Graduated response processes are consistently implemented and reviewed.	• Provision and interventions demonstrate measurable impact. • Effective multi-agency support for vulnerable pupils.

Review of the previous academic year

From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.

To support this, you should use:

- *Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.*

Further information (optional)

This strategy reflects the Department for Education's seven principles of inclusion:

1. Ambitious leadership and governance.
2. Evidence-informed support.
3. Early intervention.
4. High-quality adaptive teaching.
5. Enriching provision beyond the classroom.
6. Strong partnerships with families and services.

7. Inclusive environments and accessibility.

The strategy will be monitored termly by senior leaders, reviewed by governors and evaluated annually through analysis of attainment, progress, attendance, behaviour, wellbeing and parent and pupil voice.