St Peter and St Paul's Church of England Primary School Inclusion Strategy

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-2027
Date this statement was published	27.11.2026
Date on which it will be reviewed	26.11.2027
Statement authorised by Headteacher	Mrs S Clarkson
Chair of Governors (SEND Link Governor)	Mrs E Jennings

Statement of intent

We are committed to ensuring every child feels safe, valued and included. We believe that all pupils should have the opportunity to achieve, participate and thrive, regardless of their needs, background or circumstances. Through high-quality teaching, early intervention, strong partnerships with families and an inclusive curriculum, we work to remove barriers to learning and participation. Supported by our whole-school approach, including Coram SCARF, we promote wellbeing, positive relationships, belonging and personal development for all pupils. This strategy reflects the Department for Education's seven principles of inclusion and outlines our commitment to creating a school community where every child can flourish academically, socially and emotionally.

Our Inclusion Strategy highlights key barriers to learning which we have identified and how we plan to improve outcomes for children with additional needs and SEND. The strategy includes how we plan to use our notional SEN budget and the inclusive mainstream fund (IMF) which will be invested in line with the 7 principles of inclusion:

The 7 principles of inclusion are:

- *ambitious leadership and governance that embeds inclusion*
- *evidence-based support prioritising early intervention*
- *high-quality adaptive teaching with curriculum designed for all learners*
- *enriching provision beyond the classroom that all children can access*
- *a safe and respectful culture fostering belonging, attendance, and participation in learning*
- *strong partnerships with families and wider services*
- *inclusive environments with continuous improvements to accessibility*

We will:

- Aim for high aspirations and achievement for every child, recognising and valuing individual strengths, needs and identities.
- Provide a strong, inclusive universal offer that enables all pupils to access learning, participate and make progress alongside their peers and take part in enrichment activities beyond the classroom.
- Identify and respond to emerging needs early, using timely support and evidence-informed interventions to prevent barriers from escalating.
- Promote participation, belonging and positive relationships, ensuring every child feels safe, respected and included in school life.
- Build staff knowledge, confidence and accountability for inclusive practice through ongoing professional development and collaboration.
- Work in partnership with families, pupils and external agencies, ensuring decisions are shaped by the voices and experiences of those involved.

- Monitor inclusion, attendance, wellbeing and outcomes for identified groups of children with additional needs and SEND, using evidence to continually improve provision and reduce inequalities.

Our Universal Offer

Teaching and Learning	Wellbeing and Relationships	Family Partnerships	Inclusive Environment	Coram SCARF Contribution to Our Universal Offer
• Adaptive teaching and appropriate scaffolding • Inclusive curriculum design • High expectations for all pupils	• PSHE and RSHE education • Mental health and wellbeing support • Positive relationships and anti-bullying approaches • Opportunities for personal development and pupil voice • Pastoral support in all classes	• Regular communication with families • Parent workshops and guidance • Family engagement opportunities	• Accessible learning environments • Inclusive resources and representation • Safe, calm and supportive spaces	• PSHE education • Mental health and wellbeing learning • Relationships education • Anti-bullying education • Diversity and inclusion learning • Emotional literacy development • Resilience and self-regulation support • Family SCARF resources

Barriers to learning and participation

A range of sources have been used to identify barriers to learning, including *classroom observation and engagement with teachers*, *internal assessments*, *engagement with families and pupils*, *discussions with external professionals*, *data on SEND, including attendance, behaviour, and attainment* and *evidence on local or national trends in changing need. Although much of our planned activity will focus on targeted children, we are aiming that it can also be universal and have a positive impact on full cohorts where possible*.

This strategy uses our core budget (including the notional SEN allocation) together with the Inclusive Mainstream Fund to strengthen our universal offer and provide targeted support where needs exceed what good classroom practice can meet.

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*	**Links to Principles** *Principle 1 ambitious leadership and governance that embeds inclusion is evident throughout our strategy*	**Description of planned activity** *(noting evidence)*	**Intended Outcomes**
1	Increased number of children experiencing social, emotional and mental health needs (SEMH) which can result in dysregulation.	**Principle 2**: Evidence-based support prioritising early intervention **Principle 4**: Enriching provision beyond the classroom that all children can access Principle 5: A safe and respectful culture fostering belonging,	Audit of current SEMH needs, provision and interventions. SEMH training and coaching to include effective de-escalation, emotional regulation and trauma-informed approaches. Focus on emotional literacy for all children, helping them to identify and articulate how they are feeling throughout the day. Monitor attendance, progress, behavioural incidents and engagement of identified SEMH children. Review enrichment activities and ensure children have a variety of experiences throughout the year. **EVIDENCE**	All children with SEMH show increased engagement, self-regulation and participation in school life A consistent whole-school approach in place

		attendance, and participation in learning	**https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel** https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour **Targeted**	for behaviour regulation and emotional wellbeing.
2	Some children find it difficult to access teaching and learning and there could be several different reasons for this including neurodiversity or cognitive needs	**Principle 3**: High-quality adaptive teaching with curriculum designed for all learners **Principle 6**: Strong partnerships with families and wider services **Principle 7**: Inclusive environments with continuous improvements to accessibility	Review children who require adaptive teaching and strategies that are required. Staff consistently model and teach metacognitive strategies in all classes. Training for teaching and support staff in effective strategies. Reasonable adjustments made to classroom environments e.g workstations for pupils who find it hard to sit for long periods Audit of resources needed for children to access teaching and learning including use of technology such as Chromebooks, iPads. Involvement of parents through provision of information that can support children at home / workshops in school/ termly reviews of children's progress. Early support from specialist services, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists and Inclusion Hubs where required. **EVIDENCE** https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	Quality First Teaching strategies such as modelling, scaffolding, pre-teaching, retrieval practice and adaptive teaching have a positive impact. Staff consistently model and teach metacognitive strategies in all classes. Children are making good progress from their starting points and any gaps are narrowing.

			Targeted	
3	There is a growing number of children with identified and emerging sensory needs, which may affect their learning, behaviour, social interactions, and ability to function effectively within the school setting.	**Principle 2**: Evidence-based support prioritising early intervention **Principle 7**: Inclusive environments with continuous improvements to accessibility	Audit of sensory needs in each class Audit of classrooms and reasonable adaptations made as needed Quiet /calming areas in each classroom with a range of resources all children can access as needed Sensory circuits to be included as needed throughout the day. Application for funding to create a sensory room **EVIDENCE** https://www.nhsborders.scot.nhs.uk/wp-content/uploads/media/1086579/CYP-OT-Sensory-Circuits.pdf https://www.bury.gov.uk/schools-and-learning/send-graduated-approach-toolkit/setting-and-school-staff/early-years/getting-risk-support/sensory-spaces **Targeted**	All pupils with sensory needs demonstrate improved engagement, participation, and readiness to learn. A reduction is seen in sensory-related distress, dysregulation, or behaviour incidents. Sensory resources and provision are available and used effectively to meet identified needs.

Funding Overview	Amount
Inclusive Mainstream Fund 2026-2027	**£10 000**
SEND grant application for sensory room (not confirmed)	£36 500
Planned Expenditure	**Amount**
Team Teach Training	£3000
15 x additional iPads, cases, headphones and adapters	£5000
Resources linked to emotional literacy	£300
Sensory resources	£500
Standing desks	£1200
Total anticipated spend	£10 000

Review of the previous academic year

As 2026-2027 is the first year of the inclusion strategy, this review will be completed November 2027

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*	**Progress towards intended outcomes**	***Impact on pupils' engagement, participation, attendance, sense of belonging, and attainment. Positive outcomes achieved for children and young people with additional needs and SEND.***
1	Increased number of children experiencing social, emotional and mental health needs (SEMH)		
2	Some children find it difficult to access teaching and learning and there could be several different reasons for this including neurodiversity or cognitive needs		
3	There is a growing number of children with identified and emerging sensory needs, which may affect their learning, behaviour, social interactions, and ability to function effectively within the school setting.		

What aspects of the inclusion strategy worked well / did not have the intended impact and explain how this has informed the drafting of this year's strategy.

Data summary from previous academic year and any relevant information from formative and summative assessments
School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.