



Inclusion strategy

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded by our core school budget (including the notional SEN budget) and the inclusive mainstream fund (IMF).

Strategy overview

DETAIL	DATE
Academic year/years that our current inclusion strategy covers	2026 – 2027 Total IMF received: £17,767.00
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Mrs Karyn Hing – Head Teacher Mrs Francesca McPhee – Deputy Head Teacher

Statement of intent

At our school, we want every child to feel happy, safe, valued and included. We believe that all children can succeed and deserve the opportunity to learn, grow and shine. Our aim is for every child, including those with additional needs and SEND, to attend school regularly, enjoy learning, develop confidence and independence, and be well prepared for the future.

We know that some children may face challenges that make learning or attending school more difficult. These can include anxiety, wellbeing and mental health needs, SEND, family circumstances, financial pressures or difficulties accessing support. We also know that many children have fewer opportunities to read at home, and that phones, tablets, gaming and other distractions can sometimes reduce the time spent reading. This can affect reading fluency, vocabulary, comprehension and confidence, while some children may not have access to a wide range of books at home.

Our inclusion strategy is designed to identify barriers early and provide the right support at the right time. We work closely with children, families and outside agencies to ensure every child receives the help they need to thrive. We are committed to fostering a love of reading through frequent and regular reading opportunities, high-quality books, reading for pleasure and targeted support to help children become confident, lifelong readers.

We also know that good attendance is essential for learning, wellbeing and friendships. To support attendance, we work in partnership with families through regular communication, attendance meetings, personalised support plans and home visits where appropriate. Children are also encouraged through our nurture principles provision, attendance celebrations, class attendance challenges and pupil attendance ambassadors, helping everyone feel connected and valued as part of our school community.

Our strategy is guided by our seven principles of inclusion:

1. Every child belongs and is welcomed as an important part of our school community.
2. Every child is known and understood, with their strengths, interests and needs recognised.
3. Every child can achieve through high-quality teaching and high expectations.
4. Every child can take part in all areas of school life with the right support and adjustments.
5. Every child is supported emotionally and socially to develop wellbeing, resilience and confidence.
6. Every family is a partner in their child's education and is listened to, valued and supported.
7. Every child is prepared for the future, developing the skills and independence they need to succeed.

By working together, we are committed to creating a school where everyone feels they belong, attends regularly, enjoys reading and reads widely and confidently and has the opportunity to reach their full potential.

Barriers to learning and participation

This includes the key barriers to learning and participation that we've identified in our school, which require inclusive universal approaches and targeted support.

	DETAIL OF BARRIER TO LEARNING
1	Many pupils, particularly, but not exclusively, disadvantaged pupils and some pupils with SEND, have limited opportunities to engage in sustained reading outside of school and have reduced stamina within school. The prevalence of screen-based entertainment, mobile devices and other distractions can reduce the time children spend reading for pleasure and impact their ability to read for extended periods. This can hinder the development of reading fluency, stamina, vocabulary acquisition and comprehension skills. In addition, some pupils have limited access to a wide range of high-quality and engaging texts at home.
2	Increasing levels of pupil anxiety, mental health concerns, family pressures, and more complex SEND needs can affect attendance and engagement with school. Some families also face financial challenges, competing priorities, or difficulties accessing external support. These factors can make regular attendance harder to maintain and can disproportionately affect pupils with SEND and those eligible for FSM.

Activity in this academic year

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

DESCRIPTION OF ACTIVITY	BARRIERS TO LEARNING	ACTIVITY TYPE	TOTAL BUGDETED COST
• Conduct pupil voice to identify barriers to reading enjoyment and engagement. • Audit access to high-quality and diverse texts across classrooms and reading areas. • Enhance classroom reading environments and book provision. • Develop and promote the bespoke 'Storytree Snug' reading room • Promote reading through author events, reading ambassadors, book recommendations and family reading initiatives. • Introduction of 'Black Belt' readers to promote extended reading, enjoyment and understanding of text. • Development of playground 'Quiet Area' so that reading is valued as a relaxing activity and children who need or want to be quieter at play and lunch times have the opportunity to • Engage parents through the relaunch of 'Stay & Read' and 'Stay & Play' in EYFS and KS1 • Relaunch and promotion of the Reading Shed through family relaunch event • Ensure appropriate scaffolds, adaptations and support are embedded within whole-class teaching • Monitor engagement and progress of vulnerable groups through pupil progress meetings. • Implement targeted interventions for disadvantaged and SEND pupils.	See above – barrier 1.	Universal & targeted	£2000 on high quality and engaging books £120 on additional book storage £3595 for featured seating area with tree for the Storytree Snug £551.99 - £839.99 for outdoor cosy reading nook for playground Quiet area £500 for relaunch of Reading Shed – refreshments, balloons, posters etc £5000 for LSA targeted interventions: 1:1 tuition

• Ensure consistent implementation of whole-class reading and guided reading approaches. • Reading volunteers.			
• Introduce and deliver weekly 'Connect Before You Collect' (every Monday afternoon from 2:45pm during weekly wellbeing time) sessions to build positive relationships with parents and carers • Introduce 'Positivity Partners' to foster belonging, strengthen relationships and celebrate attendance, achievement and personal milestones to promote positive attitudes towards school, through weekly small group sessions • Dedicated attendance newsletter • Weekly Positivity Partners – including promotion of attendance • 40 second spark – adult/child interactions (increasing belonging) • Doorway Culture Carriers by Mark Finnis • Continue to provide daily attendance support through a welcoming staff presence on gates and access to an early morning soft-start provision • Increase adult support in Curiosity Corner so that high needs children can access an educational and pastoral curriculum appropriate to their stage, and be in school • Introduce pupil 'Attendance Ambassadors' to support children into school who may have separation anxiety, be having a low mood day or just need some additional support coming into school • Attendance of all cohorts reported and monitored by LAC	See above – barrier 2.	Universal & targeted	£5902 for a contribution towards an increased adult support in Curiosity Corner (nurture provision)

• Set, display and monitor class attendance targets, reviewing and celebrating progress daily. • Promote a strong attendance culture through consistent messaging, recognition and celebration of good attendance across the school. • Identify and refer pupils and families to Mindworks for support with anxiety, parental separation and emotional wellbeing barriers to attendance • Implement targeted EBSNA support plans, working with parents, the EP and external agencies to reduce barriers and improve attendance, as needed • Conduct home visits, where appropriate, and maintain regular communication with families to strengthen engagement and address attendance concerns			
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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
Pupils develop the habit, enjoyment and stamina required to read independently for sustained periods. They have regular access to high-quality, diverse texts and view reading as an important and enjoyable part of daily life. This contributes to improved attainment in Reading and EGPS, particularly for disadvantaged pupils and pupils with SEND, and positively impacts combined outcomes across the curriculum.	• Pupil voice demonstrates increased enjoyment of reading and positive attitudes towards books. • All pupils have regular access to high-quality, diverse and engaging texts. • Monitoring shows consistently strong teaching of reading across the school. • Parents feel supported in developing reading habits at home – demonstrated in surveys and verbal feedback • Parents attend and positively value workshops and resources for reading comprehension and fluency. • Reading achievements are regularly celebrated through newsletters and school events. • Reading attainment at the end of KS2 is at least in line with national averages.

	• The attainment gap between disadvantaged pupils and their peers narrows in Reading. • SEND pupils demonstrate improved progress from their starting points in Reading.
All pupils attend school regularly and feel a strong sense of belonging within the school community. Pupils and families receive timely support to overcome barriers to attendance, leading to improved attendance, stronger engagement with learning, enhanced wellbeing and outcomes that are at least in line with national expectations.	• Attendance is celebrated regularly through class, individual and whole-school rewards, with increased pupil participation and positive attitudes towards attendance evident through pupil voice. • Parents report feeling well supported by the school to address barriers to attendance, with positive feedback gathered through surveys and meetings. • Pupils arrive punctually and rates of lateness reduce compared with the previous academic year. • Increased attendance leads to improved engagement in learning, with vulnerable groups making expected or better progress from their starting points. • Attendance data is reviewed regularly by leaders and governors, with interventions adapted swiftly to ensure all pupils can access their education consistently. • All attendance concerns are identified promptly and support plans are implemented within agreed timescales. • Families identified as needing support engage with appropriate interventions, including attendance meetings, home visits, Early Help support and pastoral provision. • The proportion of pupils requiring intensive attendance intervention decreases over the course of the year. • Pupils who access targeted pastoral, nurture and wellbeing support, demonstrate improved attendance and engagement. • The school's soft-start provision, nurture support and other attendance initiatives demonstrate a measurable positive impact on the attendance of identified pupils.

	• Whole-school attendance is at least in line with, or above, national averages by the end of the academic year. • Persistent absence is reduced and is at least in line with national figures. • Attendance of vulnerable groups, including SEND and FSM pupils, improves year-on-year, with gaps between these groups and their peers narrowing. • Pupils report through pupil voice that they feel safe, valued and that they belong within the school community.
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Review of the previous academic year

This section will be included from 2027/28.