St. Andrew's
Church Of England VA Primary School

Inclusion Strategy – St. Andrew's CEVA Primary School

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).

Statement of Intent

At St. Andrew's CEVA Primary School, our vision is that **"With God all things are possible."** We want every child to feel known, valued and included, and to achieve and thrive regardless of their starting point, background, language, attendance, disability or additional need.

We are a 1.5 form entry town primary school serving a diverse community, with 51% of children identified as having English as an additional language and high levels of deprivation. Our inclusive strategy therefore focuses on removing barriers to learning and participation while maintaining high expectations for every child. It supports our I ASPIRE values: Independence, Ambition, Self-control, Perseverance, Integrity, Responsibility and Empathy.

Our ultimate objectives are to:

- improve attendance, punctuality, engagement and participation;
- identify additional needs earlier and provide timely, evidence-based support;
- strengthen adaptive teaching so that the curriculum, including writing, science and foundation subjects, is accessible and ambitious for all;
- improve oracy, vocabulary, reading and writing outcomes, particularly for children with SEND, children learning English as an additional language and those experiencing disadvantage;
- promote belonging, wellbeing, positive relationships and self-regulation through our Therapeutic Thinking approach;
- ensure that all children can participate in enrichment, leadership and wider school life; and
- work effectively with families, the local authority, health services and other partners.

This strategy concentrates on a small number of high-impact activities rather than a long list of separate initiatives. It gives priority to strengthening our universal offer through high-quality adaptive teaching, consistent assessment, early identification, inclusive attendance practice and a language-rich curriculum. Targeted support will be used where a child's needs cannot be met through the universal offer alone, and will be reviewed regularly for impact.

The strategy addresses all seven principles of inclusion:

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

Governors will receive regular reports on attendance, achievement, progress, participation, wellbeing, behaviour and the use and impact of inclusion funding. Evaluation will inform the school improvement plan and future budget decisions.

We have developed this strategy through review of school information, attendance and assessment patterns, staff professional discussion, pupil voice, family communication, SEND reviews and collaboration with wider services. Children's views will continue to shape provision through pupil voice, class discussion and the School Ambassador Team. Families will be invited to contribute through consultations, review meetings, surveys and regular dialogue with staff. The strategy will be reviewed annually and published on the school website in line with IMF requirements.

2. 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.

Number	Detail of barrier to learning
1	**Attendance:** Some children experience absence, persistent absence or punctuality difficulties that reduce their access to teaching, relationships, routines and wider school experiences. In a community affected by high levels of deprivation, attendance may be affected by family circumstances, health, anxiety, transport, housing, caring responsibilities or other barriers. Attendance concerns may overlap with SEND, wellbeing, behaviour and disadvantage, requiring an early, supportive and individualised response.
2	**Early identification of need:** Emerging learning, communication, sensory, physical, social, emotional or behavioural needs are not always identified quickly enough. This can delay appropriate adjustments and support, particularly during transition into Reception, between key stages or when children's needs change.

	The school's diverse intake, including 51% of children with EAL, requires careful assessment so that language acquisition is not confused with SEND and so that additional needs are recognised accurately and sensitively.
3	**Oracy and exposure to high-quality vocabulary through reading and verbal priorities:** Some children have limited opportunities to hear, understand and use rich vocabulary in school and beyond. This can affect confidence in speaking, comprehension, writing and access to subjects such as science, history and geography. The barrier is particularly relevant to children with EAL, children with speech, language and communication needs, children experiencing disadvantage and children who have had reduced access to high-quality books and sustained conversation. It also connects directly to the previous inspection finding that pupils need more opportunities to draft, compose and refine extended writing across the curriculum.

3. Activity in This Academic Year

"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."

The following activities will be funded through the school's core budget, including the notional SEN budget, and the IMF allocation. The final published cost for each activity must be confirmed by the school.

Description of activity	Activity type	Total budgeted cost
Inclusive leadership, provision mapping and early identification: The SENCO, senior leaders and governors will establish a consistent whole-school cycle for identifying barriers, assessing need, planning provision, delivering support and reviewing impact. This will include a clear assessment and provision framework across the curriculum; strengthened transition information from early years settings; pupil and family voice; regular review of children receiving SEN Support; analysis of attendance, attainment, progress, behaviour and participation by relevant groups; and staff development on distinguishing EAL acquisition from SEND. Teachers and support staff will be expected to identify emerging need and implement classroom adjustments before difficulties escalate. This reflects the Inclusive mainstream fund: best practice for schools (DfE), which emphasises a	universal	confirm – IMF + core budget

strong universal offer, early identification and evidence-informed support. **Principle: evidence-based support prioritising early intervention. Principle: ambitious leadership and governance that embeds inclusion. Barriers addressed: 1, 2, 3**		
Consistent adaptive teaching and an accessible, language-rich curriculum: The school will develop a shared approach to adaptive teaching across Reception to Year 6. Staff will use assessment information to adjust explanations, modelling, questioning, vocabulary, representations, scaffolds, practice, recording methods, grouping, resources and levels of challenge. The approach will be applied particularly to writing, science and foundation subjects, responding to the previous inspection finding about limited extended writing across the curriculum. Each subject will identify essential vocabulary, opportunities for structured talk and occasions for pupils to draft, compose, edit and refine extended writing. Provision will include visual and language scaffolds, explicit teaching of subject vocabulary, sentence structures, oral rehearsal, collaborative talk, accessible texts, assistive resources where required and appropriate challenge for pupils who are ready to deepen their learning. Staff development will draw on the Special Educational Needs in Mainstream Schools (EEF guidance report), including the importance of high-quality teaching, an inclusive environment and carefully planned additional support. Evidence on the importance of vocabulary, reading and spoken language will also inform practice through the Resource library for educators (Speech and Language UK). **Principle: high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 2, 3**	universal	[confirm – IMF + core budget]
Whole-school attendance, belonging and wellbeing approach: The school will strengthen its support-first attendance system. Attendance data will be reviewed frequently at whole-school, year-group and individual level to identify emerging patterns rather than waiting for persistent absence to become established. Leaders and the attendance team will work with children and families to understand barriers and agree practical support plans. This will include supportive first-day contact, regular review meetings, planned reintegration following absence, transition support, positive recognition of improved attendance, and liaison with the local authority and relevant services where appropriate. Therapeutic Thinking will be used consistently to understand the causes of distress or behaviour, maintain high expectations and support repair, regulation and re-engagement. Pupil voice will be used to assess belonging, safety, relationships and participation. The approach will reinforce the school's existing strengths in behaviour, respectful relationships and caring adults whom children can approach. It will be informed by the Attendance toolkit for schools (DfE). **Principle: a safe and respectful culture**	universal	confirm – IMF + core budget]

fostering belonging, attendance, and participation in learning. Barriers addressed: 1, 2		
Family and wider-service partnership for communication, attendance and inclusion: The school will improve accessible communication with families, recognising the needs of a diverse community and families who may experience language, financial, digital, work or trust-related barriers. Key information about attendance, curriculum, learning at home, SEND support and wellbeing will be communicated clearly, using appropriate translation, interpretation and flexible contact arrangements where required. Families will be involved in identifying strengths, barriers and successful strategies through meetings, home-school communication, SEND reviews and transition planning. The school will continue to develop stronger links with the local authority, educational psychology, speech and language services, health professionals, family support, early years providers and other relevant partners. Staff will use external advice to strengthen classroom practice and avoid unnecessary delay in support. The approach will draw on the RISE support for inclusive mainstream education (DfE) and the Targeted support (Mentally Healthy Schools) resource where additional wellbeing support is needed. **Principle: strong partnerships with families and wider services. Barriers addressed: 1, 2, 3**	universal	confirm – IMF + core budget]
Targeted early support for children whose needs cannot be met through the universal offer alone: Using the graduated approach of assess, plan, do and review, the school will provide time-limited, evidence-informed support for identified children. This may include structured language and vocabulary groups, targeted reading and writing support, additional opportunities for oral rehearsal, precision teaching, supported transitions, attendance plans, emotional regulation or wellbeing work, and carefully planned support for children with SEND. Interventions will be delivered by appropriately trained staff, linked to classroom teaching and reviewed against clearly defined outcomes. Children will not need to wait for a formal diagnosis before receiving appropriate school-based support. Where progress is limited or needs are more complex, the school will seek advice from relevant specialist services and review whether further assessment or provision is required. Early language provision will be aligned with the school's EYFS priority to develop speaking and vocabulary. Evidence informing language provision will include the Promising Programmes (EEF), the Special Educational Needs in Mainstream Schools (EEF guidance report) and the Resource library for educators (Speech and Language UK). **Principle: evidence-based support prioritising early intervention. Barriers addressed: 1, 2, 3**	targeted	confirm – IMF + core budget]

Universal and targeted provision

The school will maintain the following distinction in planning and review:

Universal offer: Central to a stronger inclusive mainstream system is a universal offer built on high quality, adaptive teaching and whole-school practises that enable all children, including those who face barriers to learning and participation, to achieve and thrive.

Targeted support: For children and young people whose needs cannot be met through the universal offer alone, targeted support should be provided to enable them to achieve and thrive.

The universal offer will remain the main focus of first-year investment. Targeted provision will supplement, not replace, high-quality classroom teaching and will be reduced, adapted or extended in response to evidence of impact.

4. 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
Attendance improves and absence-related barriers are identified earlier. Children attend regularly and families receive timely, supportive intervention when attendance begins to decline.	Overall attendance improves from the school's confirmed baseline. Persistent absence reduces. The gap between attendance for identified vulnerable groups and the whole-school figure narrows. Attendance is reviewed at least half-termly by year group and relevant pupil groups. Individual attendance plans show clear actions, review dates and family involvement.
Children feel that they belong, are safe and can participate fully in school life. The school's values, Therapeutic Thinking approach and respectful culture support engagement and wellbeing.	Pupil voice shows that children know whom to approach for help, feel safe and feel that they belong. Participation in clubs, leadership, trips, School Ambassador Team activities and other enrichment is monitored, with barriers identified and addressed. Behaviour records show improved engagement and a reduction in repeated incidents for children receiving support. Families report that communication is respectful, accessible and helpful.
Additional needs are identified	All staff use agreed assessment, provision-

and addressed earlier. Staff use a consistent graduated approach and respond to emerging need without unnecessary delay.	mapping and review processes. Transition information is received and acted upon for children entering Reception and moving between key stages. The time between an identified concern and an agreed classroom adjustment or support plan is monitored. SEN Support reviews record the child's strengths, views, barriers, provision and progress. Referrals to wider services are timely and supported by clear evidence.
Adaptive teaching is consistent and enables children with SEND, EAL and other additional needs to access an ambitious curriculum. Children receive appropriate support and challenge in all subjects.	Monitoring shows consistent use of agreed adaptive teaching strategies across classes. (As advised by the local authority adaptive teaching toolkit) Work scrutiny and learning visits show that children are regularly supported to explain, practise, apply and deepen their learning. Foundation-subject assessment is used consistently. Children with additional needs make progress from their individual starting points, and provision is adjusted when progress or engagement is not sufficient.
Oracy, vocabulary, reading and extended writing improve across the curriculum. Children develop confidence and precision in speaking and writing, and can use subject-specific vocabulary.	Baseline and follow-up assessment show improvement in vocabulary, listening, speaking, reading comprehension and writing. EYFS assessment shows progress in communication and language. Children have regular planned opportunities to discuss ideas, rehearse language, read high-quality texts and write at length in English, science, history, geography and other subjects. Writing outcomes improve in line with the school improvement priority, including for children with SEND, EAL and those experiencing disadvantage.
Targeted support accelerates progress and improves participation. Children who need more than the universal offer receive structured, proportionate and evidence-informed support.	Every targeted intervention has a clear entry assessment, intended outcome, delivery plan, review date and exit or continuation decision. Progress is measured through learning, attendance, participation, wellbeing and behaviour information as appropriate. Children and families understand the purpose of support. Interventions that do not demonstrate sufficient impact are adapted or stopped, and resources are redirected to approaches with stronger evidence of benefit.

Families and wider services contribute effectively to inclusive outcomes. Support is coordinated around the child and families do not have to repeat information unnecessarily.	Family attendance and engagement at SEND reviews, transition meetings and support planning is monitored. Communication is available in accessible formats and appropriate languages. Records show joint planning with relevant professionals where required. Parents and carers report increased confidence in understanding their child's provision and how they can support learning, attendance and wellbeing at home.
Inclusion is embedded through leadership and governance. The use of core inclusion funding and IMF funding is strategic, transparent and focused on impact.	Governors receive termly updates on the strategy, funding deployment and outcomes. Leaders review attendance, attainment, progress, belonging, wellbeing, participation and behaviour for relevant groups. Staff receive professional development linked to the strategy. Findings are incorporated into school improvement planning, including the priorities for writing, foundation-subject assessment, online safety, adaptive teaching, science, Therapeutic Thinking, EYFS communication and mixed-year-group provision. The strategy is reviewed annually and published by the required deadline.