Staverton CE Primary School
Inclusion Strategy

This strategy 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

Academic Year / Years that our current Inclusion Strategy covers	2026 - 2029 Y1 of the plan (2026 -27)
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Trust AIO

Statement of Intent

Inclusion means understanding the specific barriers children face with regards to learning and engagement and what they need in order to flourish so that they can be included in all that the school has to offer. The most vulnerable children, children with SEND, have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.

Therefore, the school's focus is to improve the quality of education further, through a universal offer - accompanied by targeted support where needed - ensuring all children, irrespective of the challenges they may face, are full members of the school community, who have a sense of belonging and encounter a rich and positive experience.

All colleagues take responsibility for our whole school approach to inclusion. Improving inclusion is integral to all key priorities in our school improvement planning. We fully embrace research evidence regarding effective inclusion strategies and the government's seven principles of inclusion. Hence, our inclusion strategy has high quality, adaptive teaching at the core - proven to have the greatest impact on all children, provided within a safe, respectful culture.

We gain and value the voice of the child. We welcome working in partnership with parents / carers and value their contributions through individual discussions and more formal forums and surveys. We work closely with external professionals to learn from their specialist knowledge.

In summary, our intention is clear: we aim for every child, within our school, to experience an excellent education and to realise their potential to flourish no matter who they are, where they come from or what barriers they face.

Barriers to Learning and Participation

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

Barrier Number	Detail of Barriers to Learning
	(including notable trends or themes over time, such as a growing prevalence or increasing complexity)
1	**Barriers linked to Cognition and Learning** Our analysis of SEND data and attainment / progress data, observations and discussions with children indicates that some children with learning needs have greater difficulties with working memory than their peers. This creates cognitive overload and can negatively impact on attainment, particularly for those children in our school whose Broad Areas of Need are Communication and Interaction and Social and Emotional and Mental Health.
2	**Barriers linked to SEMH** Our analysis of SEND data observations and discussions with children and families have identified social and emotional needs for some children, presenting as difficulties to regulate emotions, anxiety and attention difficulties. These can impact on engagement in lessons and subsequent academic progress, particularly for the children in our school who have EHCPs. Such difficulties can also lead to behaviour incidents, and in some cases suspension.
3	**Barriers linked to C&I** Our analysis of SEND data, observations and discussions with children and families have identified some communication and interaction needs for some children, particularly presenting as social communication difficulties. These can lead to frustration, negatively impact peer interaction and relationships, subsequent behaviour incidents, and in some cases, suspensions.
4	**Attendance Barriers** Our analysis of attendance data indicates that children with additional needs, particularly SEMH needs, have increased lateness at school. This negatively impacts children's learning and engagement, particularly impacting on phonics, arithmetic and creating general cognitive overload when 'late arrivals' join lessons after the whole class input.
5	**Barriers linked to Complexity of Need** Our analysis of SEND data; behaviour data; attainment / progress data; observations; families and pupil engagement and external professional discussions indicate that there is an increase in the complexity of need particularly with regards to ASD and SEMH. Such complexity of need lead to difficulties accessing classroom provision for long periods of time due to social communication and ADHD/autism-related difficulties, anxiety and emotional regulation difficulties. This in turn impacts upon learning and participation in some instances.

6.	**Future Barriers linked to Changing Local Demographic** Our analysis of SEND data suggests that the number of children with additional needs is increasing, and particularly for children with ASD and ADHD. It may become a challenge to meet increasing additional needs if pre-emptive actions are not taken linked to further developing our universal offer.

Activity in this Academic Year

This section details which activities the school will prioritise this academic year to alleviate the above barriers to learning and participation faced by children 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. Activities may address multiple barriers identified, particularly for improvements to our universal offer.

Activity	Barrier Addressed	Activity Type U / T	Total Budgeted Cost Spend from IMF(£7,178.00 – spent £7,550) and core budget allocations (Notional 47,039.35)
High Quality Teaching *We will continue to improve high quality, adaptive teaching, as part of our universal provision. We will focus training upon the specific elements of:* • *Modelling* • *Feedback* • *Scaffolding* ***Evidence:*** *The single biggest school-based factor in improving outcomes for children is the quality of teaching. Evidence across a range of curriculum areas consistently indicates that these elements of high-quality teaching improves learning outcomes for pupils with additional needs (EEF).*	1,2,3,5	Universal	IMF • **£900** - Liz Mynott Coaching three times a year for teachers and TA's • **£2,450** - RWINc portal £540, £600 training day for whole school staff training, 2 RWINc Development Days – (£400 and £650), £260 Oxford Owl. • **£1,000** Trust CPD on HQAT throughout the year
Effective capacity and deployment of Support staff *We will deploy TAs more effectively (increasing as appropriate) to improve children's outcomes by:* • *Assigning TAs to support children within flexible groupings*	1,2,3,4,5	Universal	Notional • **£47,039.35**

• *Ensuring deployment supplements rather than substitutes support from teachers.* ***Evidence:*** *Across a range of curriculum areas evidence consistently indicates that effective adaptations can improve learning outcomes for pupils with additional needs (EEF). The impact of high-quality teaching on pupil outcomes is 3x that of any other school-based factor (EEF).*			
Training for support staff for quality input within High Quality, Adaptive Teaching *We will further integrate effective adaptations / additional support into our universal provision through TA training on:* • *Supporting pupil thinking, rather than task completion* • *Pre-teaching* • *Feedback.* • *Creating independence.* *Training will ensure adaptations are task-specific and informed by ongoing assessment of need, are proportionate, timely and removed if no longer necessary and promote the development of child independence over time.* ***Evidence:*** *Across a range of curriculum areas evidence consistently indicates that effective adaptations can improve learning outcomes for pupils with additional needs (EEF). The impact of high-quality teaching on pupil outcomes is 3x that of any other school-based factor (EEF).*	1,2,3,4,5,6	Universal	IMF • **£1,000** - Purchase speech and language resources with training for Early Years teacher and TA's for targeted intervention and support • **£500** – commission EP training from Mosaic on HQAT for TA's • **£600** – commission an additional Liz Mynott day for TA training on HQAT
Training for all staff in the use of further adaptations within High Quality, Adaptive Teaching *We will further integrate effective adaptations / additional support into our universal provision through the purchasing of resources and subsequent training of their use:* • *Purchasing of resources and subsequent training in their use will ensure adaptations are task-specific and informed by ongoing assessment of need, are proportionate, timely and removed if no longer necessary and promote the development of child independence over time.* ***Evidence:*** *Across a range of curriculum areas evidence consistently indicates that effective adaptations can improve learning outcomes for pupils with additional needs (EEF). The*	1,2,3,4,5,6	Universal	IMF • **£500** – commission EP training from Mosaic on HQAT for Teachers • **£600** – commission an additional Liz Mynott day for Teachers on HQAT

impact of high-quality teaching on pupil outcomes is 3x that of any other school-based factor (EEF).			

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	Barrier Number	Success Criteria
Improved learning outcomes for children with speech and language needs in Literacy in Nursery and Reception and associated barriers to learning and participation due to high-quality teaching (universal provision).	*3*	*ELG outcomes for 2026/27 show that more than 80% of children with speech and language needs meet the expected standard in July 2027.*
Improved positive learning attitudes and age-appropriate high levels of resilience / engagement for children with additional needs and particularly for children with ASD and ADHD identified needs due to high quality teaching (universal provision) incorporating more effective TA support.	*1,2,3,4,5,6*	*Increased positive learning attitudes and engagement evidenced by:* • *More active engagement in class discussions* • *Increased on-task time – specific to each identified child.* • *Positive child voice, parent/ family voice and teacher observations / staff voice.*
Improved wellbeing / engagement for children with additional needs and particularly for children with ASD and ADHD identified needs due to high-quality teaching (universal provision) incorporating more adaptations and developed enrichment provision.	*1,2,3,4,5,6*	*Sustained high levels of wellbeing evidenced by:* • *Wellbeing data using SDQ survey – increased by 20%* • *Engagement data - levels of participation in enrichment activities increased for identified children by 20%* • *Positive child voice, parent / family voice and teacher observations / staff voice.*