TSSMAT Inclusion Strategy – All Saints CE Primary School & Nursery

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	2026-2029
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Andy Summers COG

Statement of intent

We believe every child deserves an ambitious, high-quality education in a school where they feel safe, truly valued, and proud to belong. When a student needs extra help, we step in right away based on what they need today, rather than making them wait for an official diagnosis or label. By tailoring our teaching to how each child learns best and working as a true team with parents, health, and support services, we champion high expectations for every learner—ensuring all our pupils have the respect, care, and confidence they need to thrive alongside their friends.

How This Matches the 7 Principles of Inclusion

- ***1. High Expectations for Everyone (Leadership):*** *Inclusion isn't about lowering expectations; it's about giving every child the encouragement and challenge they need to aim high.*
- ***2. Fast Help When It Matters (Early Support):*** *If a child is struggling, we jump in immediately based on what they need today, rather than waiting months for an official diagnosis or paperwork.*
- ***3. Teaching That Fits the Student (Adaptive Teaching):*** *Teachers adjust their lessons on the fly—using extra visual tools, practical examples, or step-by-step guides—so every child can learn in the main classroom.*
- ***4. Joining In Everything (Enriching Experience):*** *Inclusion doesn't stop at the classroom door. It means every student gets to take part in school trips, clubs, sports, and events alongside their friends.*
- ***5. A Safe Place to Belong (Culture):*** *Kids learn best when they feel safe and happy. We build a school environment where every student feels valued, listened to, and part of the community.*
- ***6. Teamwork with Families and Specialists (Partnerships):*** *Parents know their children best. We work as a team with families, doctors, and therapists so everyone pulls in the same direction.*
- ***7. Clearing Away Obstacles (Accessibility):*** *We remove whatever gets in the way of learning—whether that's physical space, tools, or attitudes—so students can learn with confidence and dignity.*

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	**Speech, Language, and Communication Needs (SLCN)** Trend & Prevalence: SLCN remains nationally the single most common primary need for children on SEN Support in primary schools, accounting for approximately 30% of all primary-aged SEND profiles and is reflective of our school. Growing Complexity: Early Years and Key Stage 1 cohorts present with increasingly complex speech delays, restricted vocabulary, and underdeveloped social communication skills. Compounded by reduced early-years socialisation during the pandemic, these communication gaps directly impact early literacy, listening comprehension, and peer interactions in our school.
2	**Social, Emotional, and Mental Health (SEMH) & Anxiety** Trend & Prevalence: SEMH difficulties have seen the fastest rate of escalation across mainstream education. Growing Complexity: Primary-aged children are increasingly presenting with heightened anxiety, emotional dysregulation, sensory overload, and Emotionally Based School Avoidance (EBSA). Rather than displaying traditional low-level disruption, pupils are more frequently exhibiting acute emotional distress that requires proactive self-regulation strategies, trauma-informed practices, and dedicated safe spaces within the school environment.
3	**Neurodivergence & Co-occurring Profiles** Trend & Prevalence: There is a marked national increase in pupils identified with neurodivergent profiles, including Autism Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), and Developmental Coordination Disorder (DCD).

	Growing Complexity: Needs are rarely singular; mainstream primary settings are managing a growing cohort of children with complex, overlapping needs (e.g., ASC combined with high anxiety and sensory processing sensitivities). Managing these co-occurring profiles requires fine-tuned adaptive teaching rather than standard "one-size-fits-all" interventions.
4	**Systemic & Diagnostic Waiting Times** Trend & Prevalence: Nationally, local authorities, CAMHS, and NHS speech and language therapies face record backlogs for clinical assessments and Education, Health and Care Plans (EHCPs). Growing Complexity: Schools are increasingly supporting children who exhibit severe, EHCP-level needs long before formal clinical diagnoses or multi-agency funding are finalised. This creates a temporary vacuum where mainstream classrooms must adapt flexibly and provide immediate, high-level support based strictly on observed need rather than a formal diagnosis.
5	**Early Years Readiness, Personal Care & Physical Development** EYFS & Key Stage 1 Trends**:** Nationally, a growing proportion of children enter our early years setting without foundational self-care skills, including toilet training, independent feeding, and basic personal hygiene. Growing Complexity: Reduced core physical strength, fine-motor dexterity, and spatial awareness—attributable in part to early touchscreen reliance over tactile play—create immediate obstacles to early mark-making, pencil grip, and physical play. Meeting these personal care and developmental needs requires significant staff intervention, shifting early classroom focus toward basic life skills and dignity-led care alongside curriculum delivery.

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** *(this should account for spend from IMF and core budget allocations)*
Embed consistent adaptive teaching and inclusive curriculum delivery. Building on the school’s existing Universal Teaching Offer and its five adaptive teaching approaches—dual coding, processing time, overlearning and retrieval, low-threat participation, and pre-teaching vocabulary—this activity will formalise how these approaches are applied and reviewed across mixed-age classes. Leaders and teachers will use the approaches alongside the school’s reasonable-adjustment guidance, clear success criteria, checks for understanding and responsive assessment. Staff will focus on the school’s priorities for phonics, writing, spelling and handwriting, mixed-age mathematics, feedback	U	£13,000

and assessment, and children's independence. The aim is to make intended curriculum content more consistently accessible and to help children retain and apply learning over time. Evidence informing this work: Special Educational Needs in Mainstream Schools (EEF guidance report) and Guide to implementation (EEF). **Principle:** high quality adaptive teaching with curriculum designed for all learners. **Barriers addressed: 1, 3, 4, 5**		
Embed a consistent, needs-led assess–plan–do–review process. Building on the school's existing graduated response, this activity will strengthen how staff identify barriers early, agree specific support and review its effect with the child and family. Reviews will consider the child's participation, progress, attendance and wellbeing, and whether adjustments need to change. Where external assessment or advice is awaited, support will be based on the child's observed needs and reviewed in school; it will not depend on diagnosis alone. Staff will record agreed provision and next steps in the school's existing planning and review processes, and coordinate with relevant services where appropriate. The focus is on making existing provision coherent and responsive rather than adding a separate intervention for every need. Evidence informing this work: Inclusive mainstream fund: best practice for schools (DfE), RISE support for inclusive mainstream education (DfE) and Special Educational Needs in Mainstream Schools (EEF guidance report). **Principle:** evidence-based support prioritising early intervention. **Barriers addressed: 1, 2, 3, 4, 5**	T	£12,000
Strengthen communication and oracy across the curriculum. Building on the school's existing use of pre-taught vocabulary, visual supports, structured talk, communication interventions and speech-and-language advice, this activity will embed a consistent progression in oracy across subjects and year groups. Staff will plan purposeful opportunities for children to listen, explain, discuss and use subject vocabulary, with participation supports such as thinking time, talk partners, sentence stems, visual glossaries and alternative ways to contribute where needed. Leaders will implement the school's planned assessment of oracy skills so that progress and additional communication needs can be noticed and reviewed. Evidence informing this work: Resource library for educators (Speech and Language UK) and Special Educational Needs in Mainstream Schools	U	£2,000

(EEF guidance report). **Principle:** high quality adaptive teaching with curriculum designed for all learners. **Barriers addressed: 1, 3**		
Improve the school's coordinated response to anxiety, emotional distress and attendance barriers. Building on existing ELSA, Zones of Regulation, pastoral support, trusted-adult relationships and structured provision, this activity will strengthen early recognition of distress and coordinated planning with the child and family. Where a child's anxiety or distress is affecting attendance or participation, staff will agree practical, individual steps to support safe and consistent access to school, identify a trusted contact and review the child's experience and attendance. Staff will consider triggers, transitions, sensory needs and adjustments in the learning environment, and work with wider services when appropriate. Evidence informing this work: Attendance toolkit for schools (DfE) and Targeted support (Mentally Healthy Schools). **Principle:** a safe and respectful culture fostering belonging, attendance, and participation in learning. **Barriers addressed: 2, 3, 4**	T	£3,000
Strengthen early-years readiness, independence and dignity-led care. This activity will develop a shared approach between the early-years team and families to support children's self-care, physical development, fine-motor skills and transition into Year 1. Building on the school's existing adaptive and sensory strategies, staff will identify children's practical access needs early, agree respectful routines and adjustments with families, and use play-based opportunities to develop independence, hand strength, coordination and confidence. Transition planning will retain appropriate EYFS approaches while introducing Key Stage 1 routines and expectations gradually. Individual adjustments will be reviewed as the child's skills and needs change. Evidence informing this work: Special Educational Needs in Mainstream Schools (EEF guidance report) and Inclusion bases in schools (DfE). **Principle:** inclusive environments with continuous improvements to accessibility. **Barriers addressed: 3, 4, 5**	U	£5,000
Make outdoor learning an accessible and inclusive part of the curriculum. In line with the school improvement priority to embed an Outdoor Learning Curriculum, staff will plan outdoor learning across year groups so that children can participate in purposeful curriculum activity beyond the	U	£2,865

classroom. Planning will anticipate barriers relating to communication, sensory needs, mobility, confidence and transitions; staff will provide clear preparation, accessible resources, flexible ways to contribute and suitable adjustments to tasks or equipment. The activity will build on the school's existing inclusion practises rather than create a separate offer for children with SEND. Leaders will review participation and children's engagement to identify where access can be improved. Evidence informing this work: Inclusion in Practice case studies and RISE support for inclusive mainstream education (DfE). **Principle:** enriching provision beyond the classroom that all children can access. **Barriers addressed: 2, 3, 5**		

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
Children experience more consistent adaptive teaching and can access the intended curriculum across subjects and mixed-age classes.	Leaders' monitoring records whether the agreed adaptive approaches are evident across classes and subjects. Work scrutiny, assessment information and pupil discussions show that children—including children receiving additional support—are learning intended content, retaining knowledge and having opportunities to apply it in different contexts. Progress is reviewed against each child's starting points and the school's assessment measures.
Children whose needs are not met by the universal offer alone receive timely,	For every child receiving targeted support through the school's graduated response, the school records identified barriers, agreed actions, responsible staff and a review point. Reviews take place as planned, involve family and child views where

coordinated support that is reviewed for impact.	appropriate, and record whether support has improved participation, progress, attendance or wellbeing and what will happen next.
Children with SLCN have more opportunities to understand, express themselves and participate in learning.	Oracy opportunities and participation supports are visible in curriculum planning and observed practice. The school uses its oracy assessment approach to record children's progress over time; targeted children's communication goals are reviewed, and staff record whether children can increasingly contribute in appropriate ways across lessons.
Children experiencing anxiety or emotional distress feel safer, are more engaged and can access school more consistently.	The school reviews attendance patterns, participation and wellbeing for children receiving targeted support against their individual starting points. Children's and families' views are recorded at review points. Support plans are updated where attendance, engagement or wellbeing is not improving.
Children in Early Years develop greater independence and access to learning, care routines and play with dignity.	Staff and families review agreed self-care, physical-development and independence priorities at set review points. Children's progress is recorded against their individual starting points, and observations show whether they can participate in routines, mark-making, play and transition activities with increasing confidence or appropriate support.
Children can participate meaningfully in outdoor learning and other planned enrichment, with access adjustments made where needed.	Participation is reviewed by class and year group, and staff record adjustments made when barriers are identified. Pupil feedback and staff observations show whether children are engaged and able to take part; leaders use findings to improve the accessibility of subsequent outdoor learning.

Review of the previous academic year (2026 is the first year, therefore this will be analysed next 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)

Use this space to provide any additional information you think necessary to help others understand your strategy.