Inclusion Strategy – Anchorsholme Primary Academy

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	Headteacher

Statement of intent

At Anchorsholme Primary, our universal offer is built on high quality teaching and whole school policies and practices that ensure all pupils, including those facing barriers to learning, can achieve success and thrive both academically and personally.

Strategic decisions about inclusion, including how the mainstream inclusion funding (IMF) will be used, have been made considering the 7 principles of inclusion:

1. **Ambitious leadership and governance that embeds inclusion**

- Inclusion is a priority within our School Improvement Plan.
- Leaders promote a culture of belonging and high expectations for all pupils.
- Resources are allocated strategically to meet the needs of vulnerable and disadvantaged learners.
- Staff at all levels understand their role in delivering inclusive practice.
- Leaders and governors challenge, empower and support one another to ensure all our disadvantaged, SEND and vulnerable pupils achieve well.
- Our SENCO is a member of our Senior Leadership Team.
- We are developing the role of an EYFS SENCO.

2. **Evidence based support prioritising early intervention**

- The Graduated Approach identifies all pupils' strengths and needs early, ensuring support is targeted, responsive and regularly reviewed to maximise progress and inclusion.
- Evidence based interventions are implemented to address identified gaps in learning, communication, emotional wellbeing and attendance.
- Interventions have clear outcomes and success criteria, regularly reviewed for impact, and are adapted or discontinued according to their impact, while leaders monitor outcomes to ensure resources are used equitably and effectively.
- Teaching assistants are deployed strategically to support pupils with additional needs while fostering independence, resilience and self-regulation

3. **High quality adaptive teaching with curriculum designed for all learners**

- We have an ambitious curriculum that is accessible to all learners and removes barriers to participation and achievement.
- Adaptive teaching remains the first and most important intervention for all pupils.
- We are developing staff confidence to deliver high quality adaptive teaching that responds to all pupils' strengths, needs and prior learning.
- We use formative and summative assessment effectively to adapt teaching and provide appropriate challenge and support.
- Reasonable adjustments are embedded within all our classroom practice.
- Appropriate scaffolding is provided while maintaining high expectations for all pupils.
- We monitor and evaluate the quality and impact of adaptive teaching through our instructional coaching cycle, using findings to inform targeted professional development and continuously strengthen classroom practice.

4. **Enriching provision beyond the classroom that all children can access**

- Activities and wider opportunities are provided for all pupils to build life skills, prepare for adulthood, independence and resilience.
- Pupil voice informs our offer of a diverse range of clubs, performances, competitions and experiences that reflect pupils' interests and talents.
- We monitor participation rates to ensure disadvantaged, SEND and vulnerable pupils engage fully in the wider life of the school.
- We offer extra-curricular activities to engage all pupils and increase participation in school-life.
- We ensure that all educational visits, residentials, clubs and enrichment activities are accessible and inclusive for all pupils.

- We facilitate participation in local authority inclusion clubs and activities to broaden experiences, develop confidence and strengthen our pupils' sense of belonging.

5. **A safe and respectful culture fostering belonging, attendance, and participation in learning**

- Promote a culture of belonging where diversity is celebrated and every pupil feels seen, heard and valued.
- Establish high expectations for behaviour through restorative practice in line with our Anchorsholme Way.
- Create emotionally safe learning environments that support wellbeing and positive mental health.
- Identify and address barriers to attendance at the earliest opportunity through strong partnerships with families and external agencies.
- Ensure pupils have trusted adults who know them well and provide appropriate support when needed.
- Actively listen to pupil voice and involve children in decisions that affect their school experience.
- Developing a dedicated regulation spaces during the school day to support pupils' wellbeing, emotional self-regulation and full participation in learning and school life.

6. **Strong partnerships with families and wider services**

- Developing a SEND parent carer forum to gain insights into the perspectives of families on inclusive practice.
- Working in partnership with families through information sessions and guidance events (including external agencies) that support pupils with additional needs during significant transition points.
- Developing guidance for parents and carers, including signposting wider services for support or supporting learning at home.
- Providing Learning Mentor drop-in sessions for parents and carers to offer guidance, support and early intervention.
- Providing family consultation sessions with our Primary Mental Health Worker (PMHW) to offer early support, guidance and strategies that promote positive wellbeing outcomes.
- Working collaboratively with a range of external professionals, including Educational Psychologists, Speech and Language Therapists, PMHWs, School Nurses, SEND Support Advisers and Specialist Teachers, to identify needs early and secure the right support for pupils to achieve and thrive.
- Involving parents and carers in the planning, implementation and review of IEPs to ensure provision reflects the needs of the child.

7. **Inclusive environments with continuous improvements to accessibility**

- Ensure learning environments are inclusive, accessible and responsive to the diverse needs of all pupils.
- Creating visual supports, such as timetables and communication aids.
- Enhancing a learning environment to meet a range of sensory needs to support self-regulation, wellbeing and engagement for our youngest learners.
- Facilitating effective non routine transitions into school and between year groups through detailed information sharing with previous settings, families and external agencies.
- Working collaboratively with previous early years settings and external professionals for all pupils joining Reception and the school, ensuring individual needs are understood and appropriate support is in place.
- Continuing to enhance and adapt technology through our five year IT Strategy, ensuring pupils with a wide range of needs can access learning, develop independence and participate fully in school life.

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	**Emotional Barriers** We are seeing an increasing number of pupils presenting with social, emotional and mental health needs, including low self-esteem, heightened anxiety and reduced resilience, requiring targeted early intervention and support to enable them to thrive.
2	**Cognition and Learning Barriers** We are seeing an increasing number of pupils demonstrating cognition and learning needs, including challenges with working memory, information retention, language processing and following multi-step instructions, requiring targeted support and adaptive teaching approaches to secure successful outcomes.
3	**Communication and Interaction Barriers** We are seeing an increasing number of pupils throughout school, including new starters in EYFS, requiring additional support with communication and interaction, particularly in relation to language processing, understanding instructions, verbal communication and social interaction, requiring adapted approaches to ensure they can access learning and participate fully in school life

4	**Attendance Barriers** We are seeing an increasing number of pupils experiencing attendance barriers, including persistent absence and emotionally based school avoidance, often influenced by wider family circumstances, mental health needs and environmental factors beyond our school's control that impact their ability to attend school regularly.

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	**Activity type**	**Total budgeted cost - £22,300 (IMF)**
Introduce IDL Phonics for EYFS & KS1 targeted interventions Principle 2 Barriers 2,3	Targeted	£449 per annum for licence £200 training cost per annum
Introduce Widgit Principles 2,3,7 Barriers 1,2,3	Universal	£310 per annum licence £200 training cost per annum
Direct SALT therapy and staff support delivered by Elklan Trained TA Principle 2 Barrier 3	Targeted	£6699
Adaptive teaching CPD programme for all staff Principle 3 Barriers 1,2,3	Universal	£5000
Introduce learning mentor led nurture clubs to develop friendships, self-esteem and resilience Principles 1,5,7 Barriers 1,4	Universal	£2925
Introduce an inclusive sports provision before school to promote attendance and a lunch club that supports the development of fine and gross motor skills, with clear, structured and adapted instructions to	Targeted	£2194

ensure accessibility and success for neurodiverse pupils and those with additional needs. Principles 4,5,6,7 Barriers 1,2,3,4		
Introduce an inclusive music provision that develops targeted music opportunities for neurodiverse pupils that use predictable structures, adapted instruction and multisensory approaches to enhance communication, confidence, creativity and emotional regulation. Principles 4,7 Barriers 1,2,3	Targeted	£781
To introduce a digital film making activity tailored to the needs of our neurodiverse pupils, promoting self-expression, creativity, teamwork and engagement through accessible technology and adapted learning experiences. Principles 4,7 Barriers 1,2,3	Targeted	£781
Ensure pupils with SEND and disadvantaged pupils are given opportunities to participate in local authority clubs and activity sessions.(4 per year) Principles 4,6,7 Barriers 1,2,3	Targeted	£206
Create an emotionally safe, welcoming space for the learning mentor to lead nurture groups. Principles 4,5,7 Barriers 1,2,3,4	Universal	£550
Facilitate EBSA training for TAs (out of working hours) Principles 5,6,7 Barriers 1,4	Universal	£483
Resource our outside sensory regulation space Principles 4,5,7 Barriers 1,2,3,4	Universal	£2893
Create a calm space in every classroom for regulation Principle 7 Barriers 1,4	Universal	£2100
Create and develop a sensory area to support our EYFS pupils Principles 5,7 Barriers 1,2,3,4	Universal	£1813
Develop the role of an EYFS SENCO Principles 1,7	Universal	£1215

Barriers 1,2,3,4		
Procure digital devices to improve access to learning for pupils with SEND and disadvantaged pupils. Principles 3,7 Barriers 2,3	Targeted	£30,000

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
IDL Phonics is embedded as a targeted intervention, enabling SEND and disadvantaged pupils to develop secure phonics knowledge, improve decoding and early reading skills, and achieve improved outcomes in phonics assessments.	Summative assessment demonstrates that IDL Phonics is implemented consistently for identified pupils, with assessment information evidencing that these pupils make sustained progress from their individual starting points in phonics.
WIDGIT symbols are embedded consistently across the school to provide effective visual support, enabling pupils with SEND to understand expectations, communicate effectively, develop independence and access learning successfully.	Widgit visual supports are used consistently and are carefully matched to individual pupils' needs. Both staff and pupil voice demonstrates that these visual resources enable pupils to access learning more independently, increasing confidence, engagement, and participation within the classroom.
SALT interventions ensures that all NHS & Trust speech and language programmes are delivered effectively, resulting in improved communication, language and interaction outcomes for identified pupils.	Provision records, monitoring and pupil progress data demonstrate the consistent implementation of SALT programmes, resulting in improved communication and language outcomes for identified pupils.
Adaptive teaching training is embedded consistently across the school, ensuring that all pupils, including those with SEND and other vulnerabilities, can access learning, participate fully in lessons and make progress from their individual starting points.	Quality assurance evidence, including coaching cycle observations, book looks and pupil data, demonstrates that adaptive teaching is embedded consistently across the school, resulting in improved access, engagement and progress for all learners.
Nurture clubs and provision supports pupils to develop emotional resilience,	Pupil voice, parent voice and school data demonstrate that pupils accessing nurture

positive relationships and readiness to learn, enabling them to participate fully in school life.	provision show improved emotional regulation, resilience, engagement and readiness to learn.
Sports provision is responsive and accessible to the needs of our pupils with SEND / disadvantaged.	Pupils with SEND and disadvantaged pupils report that they feel included, valued and confident when participating in sport. Staff effectively adapt activities, equipment and teaching approaches to meet individual needs. Barriers to participation are identified and addressed promptly.
Music provision is responsive and accessible to the needs of our pupils with SEND / disadvantaged.	Pupils with SEND and disadvantaged pupils actively participate in music lessons and wider musical opportunities. Pupils report that they enjoy music and feel confident to contribute and perform. Music lessons demonstrate inclusive practice, with adaptations evident for pupils requiring additional support.
Film and digital provision is responsive and accessible to the needs of our neurodiverse pupils.	Neurodiverse pupils can access film and digital learning opportunities through appropriate adaptations, technology and support. Sensory, communication and executive functioning needs are considered when planning activities. Pupils are able to engage in film and digital projects in ways that reflect their individual strengths and interests.
Our pupils with SEND have opportunities to access **Local Authority clubs** specifically designed to meet their individual needs, promoting inclusion, participation, independence and social development.	Pupils with SEND and disadvantaged pupils participate in roles, clubs, sports, educational visits, performances and wider enrichment opportunities. Barriers to participation are identified and addressed proactively.
Nurture space provides a dedicated, calm and welcoming regulation space for pupils who need support to manage their emotions, reduce sensory overload and regain readiness for learning. The space enables pupils to develop self-regulation strategies, build emotional resilience and successfully return to the classroom when ready.	Pupils use the regulation space appropriately to manage emotional and sensory needs. Pupils demonstrate improved self-regulation and readiness to learn. There are reduced incidents of dysregulation and classroom disruption. Pupils successfully return to learning following use of the space. Pupil voice indicates that the nurture space helps them feel safe, calm and supported.

EBSA All staff have a clear understanding of Emotionally Based School Avoidance (EBSA) and are equipped to identify early signs, implement effective support strategies and work collaboratively with families and external professionals to improve attendance, wellbeing and engagement.	Staff can confidently identify indicators and risk factors associated with EBSA. Consistent, evidence informed approaches to supporting pupils with EBSA are implemented across the school. Staff demonstrate increased confidence in supporting pupils experiencing anxiety and school avoidance. Improved attendance, punctuality and school engagement for pupils identified with EBSA. Pupil voice reflects increased feelings of safety, belonging and support in school. Parents report positive communication and effective partnership working with the school.
Outdoor sensory regulation space resources help pupils develop greater independence in recognising and regulating their emotional and sensory needs.	Pupils use sensory resources appropriately to regulate emotions and sensory responses. Pupils demonstrate increased self-awareness of their sensory and emotional needs. There are reduced incidents of dysregulation, anxiety and emotional distress. Improved readiness to learn following use of the sensory space. Increased independence in selecting and using regulation strategies. Pupil voice indicates that the use of regulation resources helps them feel calm, safe and supported. Staff consistently embed sensory regulation strategies as part of a graduated approach to support.
Calm corners are established in every classroom to provide pupils with immediate access to a safe, supportive space where they can regulate emotions, manage sensory needs and develop independence in self-regulation, enabling them to remain engaged in learning.	Calm corners are established and consistently used across all classrooms. Pupils use calm corners to regulate emotions and sensory needs. Pupils return to learning more quickly and successfully following periods of dysregulation. Staff and pupil voice demonstrates that calm corners help our pupils feel calm, safe and ready to learn.
EYFS Sensory Space will provide a safe, inclusive sensory space that supports children with SEND to regulate their sensory needs, reduce barriers to	Sensory space established and used effectively by identified pupils. Staff trained to support sensory needs and self-regulation. Sensory strategies embedded within SEND support plans and classroom practice.

learning, and successfully access the curriculum alongside their peers.	Pupils demonstrate improved self-regulation, engagement and readiness to learn. Reduction in incidents of sensory dysregulation.
EYFS SENCO To develop the expertise and leadership of the EYFS SENDCO, ensuring early identification, effective support and improved inclusion and outcomes for children with SEND.	EYFS SENDCO receives regular training sessions with our SENDCO to develop confidence in the role. Robust systems for the early identification and assessment of SEND are embedded across EYFS and led by the EYFS SENDCO. EYFS staff are supported to implement inclusive practice and the graduated approach consistently. EYFS children with SEND access appropriate provision and make progress from their baselines.
Digital provision To develop a digitally inclusive learning environment that removes barriers to learning by ensuring all pupils, particularly those with SEND and those who are disadvantaged, have equitable access to appropriate technology, assistive tools, and high-quality digital learning opportunities.	Accessibility to technology is identified, implemented and regularly reviewed to meet individual needs, enabling all pupils to access the curriculum more independently. Staff are confident in using digital and accessibility tools to support adaptive teaching and improve access to learning. Pupils with SEND and disadvantaged pupils become increasingly independent and participate with confidence when accessing learning through technology.