Castle View
Primary Academy

Draft Inclusion Strategy Castle View 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	2026/2027
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Mr H.Rose - Headteacher

Statement of intent

Our Vision & Overarching Aims

At Castle View Primary Academy, we aim to provide a safe, caring, and inclusive environment where every pupil regardless of their background or additional needs is nurtured to become a happy, independent, lifelong learner. We believe that inclusion is a whole school responsibility. Our goal is to remove barriers to learning and participation so that all children achieve their personal best academically, socially, and emotionally.

Our Vision

Castle View Primary Academy, a school where **respect, responsibility, and resilience** are at the heart of all we do, enabling our community to learn, grow, and succeed.

Our Ethos

Castle View Primary Academy: Inspiring all to believe, achieve and succeed.

Achieving Our Objectives Through the 7 Principles of Inclusion

Our strategy translates our overarching vision into daily practice, aligning with the Department for Education's framework:

1. Ambitious Leadership & Governance: Our Senior Leadership Team and Governing Body embed inclusion across all school policies. Dedicated Equalities and SEND link governors oversee our strategy and ensure targeted funding, including the Inclusive Mainstream Fund (IMF), delivers maximum impact.

2. Evidence-Based Early Intervention: We use structured assessment tools, screening, and a robust "Assess, Plan, Do, Review" graduated approach to identify needs early. Target-led support such as speech and language programs (e.g., Colourful Semantics), phonics, and sensory regulation tools are introduced swiftly to prevent learning gaps from widening.

3. High-Quality Adaptive Teaching: High-quality classroom teaching as a universal offer is our primary response to additional needs. Teachers adapt lessons, resources, visual timetables, and multi-sensory aids to ensure full curriculum access for every child.

4. Enriching Provision Beyond the Classroom: Inclusion extends to all aspects of school life. Every child is supported to participate in extra-curricular clubs, sports, assemblies, and residential visits through tailored reasonable adjustments.

5. Safe & Respectful Belonging: We foster an empathetic environment where every pupil feels valued. Targeted wellbeing initiatives, dynamic sensory tools, and structured nurture interventions such as Walk and Talk, support positive behavior, emotional regulation, and high attendance.

6. Strong Partnerships with Families & Community: Parents and carers are our most valued partners. Through regular co-production meetings, Individual Support Plan reviews, and direct guidance from our Family Support Worker and SEND team, we align school interventions with home life and collaborate with external specialists where appropriate.

7. Inclusive, Accessible Environments: We continually adapt our physical environment to maximise physical and sensory accessibility. Our provisions range from wheelchair-accessible classrooms and specialised changing facilities to quiet learning spaces that actively reduce visual clutter, provide calm corners, and eliminate sensory barriers to support effective engagement.

Co-Design, Monitoring, and Impact

This strategy was developed in partnership with our teachers, support staff, governors, families, and pupils. We collect student feedback, engage with parents through regular consultations, and work alongside local authority services and specialist partners.

We monitor impact through termly pupil progress reviews, qualitative targets on Individual Support Plans, and continuous tracking of attendance and wellbeing metrics. This keeps our strategy responsive, accountable, and focused on helping every child thrive.

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.

Castle View Primary Academy: Identified Barriers to Learning and Participation

Based on our pupil profile and trend analysis, we have identified five core barriers to learning and participation across our school community. These barriers inform both our universal classroom adaptations and our targeted allocations of the Inclusive Mainstream Fund (IMF).

Cohort Needs Analysis

- **20 pupils** identified on our SEND register (**23%** of the cohort)
- **5 pupils** have an Education Health Care Plan (EHCP) (**6%** of the cohort).

Breakdown by Broad Area of Need

1. Cognition and Learning

- Pupil Count: 10 pupils
- % of Whole School (88): 11.4%
- % of SEND Register (20): 50.0%

2. Communication and Interaction

- Pupil Count: 5 pupils
- % of Whole School (88): 5.7%
- % of SEND Register (20): 25.0%

3. Social, Emotional and Mental Health (SEMH)

- Pupil Count: 5 pupils
- % of Whole School (88): 5.7%
- % of SEND Register (20): 25.0%

	Detail of Barrier to Learning	Notable Trends & Themes Over Time
1	**Communication and Interaction Needs** Delayed speech, language processing difficulties, and social communication challenges (including Autism Spectrum Conditions).	**Growing Prevalence & Complexity:** We are seeing an increasing proportion of pupils entering Key Stage 1 and Key Stage 2 with significant speech and language delays and complex ASC diagnoses. This has created a higher demand for structured visual supports, pre-teaching of vocabulary, and targeted speech/language interventions. Underdeveloped oracy has become a significant barrier to learning and inclusion, with noticeable trends pointing to severe expressive language deficits and limited vocabulary upon entry into Key Stage 1 and persisting into Key Stage 2. Pupils increasingly struggle to articulate their thinking, frame coherent explanations, or participate in sustained dialogue. In the classroom, this presents as passive listening, reluctance to contribute verbally, a reliance on fragmented or single-word answers, and difficulty with the social mechanics of conversation, such as active listening and respectful turn-taking. A persistent barrier across Key Stages 1 and 2 is the pronounced discrepancy between pupils' conceptual understanding and their ability to record ideas through traditional pen-and-paper methods. A noticeable trend is the growing number of pupils presenting with processing delays, fine motor fatigue, and acute written-output anxiety. When the physical act of handwriting and spelling consumes a child's limited working memory, a severe bottleneck occurs: ideas are lost before they reach the page, written evidence severely underrepresents actual cognitive ability, and chronic frustration leads to task avoidance, fatigue, and behavioral

		dysregulation.
2	**Social, Emotional, and Mental Health (SEMH) & Anxiety** Difficulties with emotional regulation, anxiety, self-esteem, and focused engagement (including ADHD/ADD).	**Increasing Complexity:** Post-pandemic trends reveal a marked rise in anxiety and emotional dysregulation across all year groups, particularly in Key Stage 2. This manifests as elevated needs for sensory breaks, quiet retreat spaces, and one-to-one emotional support to maintain learning readiness.
3	**Cognition & Academic Attainment Gaps** Specific and moderate learning difficulties (including dyslexia and dyscalculia) resulting in children working significantly below age-related expectations.	**Persistent Attainment Gaps:** Data highlights a persistent gap in core literacy and numeracy skills, particularly among our SEN Support cohort. Over time, these gaps compound if early, evidence-based small group interventions are not implemented rapidly at targeted and specialist.
4	**Physical Site and Environmental Accessibility** Physical constraints of a two-storey building situated on a steep site, alongside sensory processing sensitivities.	**Infrastructure Challenges:** While reasonable adjustments have been made to ground-floor classrooms and playground access, the upper storey and lower playground remain physically inaccessible for wheelchair users. Concurrently, there is an increasing trend of pupils requiring sensory-friendly classroom environments to avoid overstimulation.
5	**Family Engagement & Multi-Agency Navigation** Socio-economic pressures, attendance/punctuality barriers, and challenges faced by families when navigating complex external SEN and health pathways.	**Higher Support Demand:** Families increasingly require hands-on support to embed home-school strategies and access external specialist services. Ensuring consistent attendance and early multi-agency engagement is vital to prevent secondary academic and social disadvantages.

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)*
Gross & Fine Motor Interventions Dedicated motor skill packs (hand strength tools, coordination equipment, balance beams, handwriting cushions) for physical development and occupational therapy catch-up groups (Barriers 3, 4).	Universal/ Targeted	£300
Pop-Up & De-escalation Sensory Safe Space Purchase of non-structural sensory solutions (dark den, weighted lap pads, fiber-optic lights, noise-canceling headphones, dynamic seating cushions, and tactile fidget kits) to create flexible, calm retreat spaces in existing classrooms ahead of the new school build (Barriers 2, 4).	Targeted	£1,250.00

Oracy & Alternative Written Output Assistive Technology Purchase of speech-to-text software licenses, reader pens, and adapted grips/slanted boards to bridge the gap between conceptual understanding and pen-and-paper output, alongside Colourful Semantics resource packs (Barrier 1)**.**	Targeted	£720
Workplace Training & Capacity Building (CPD) • *Neurodiversity & Sensory Processing CPD:* Whole-staff training on sensory-friendly adaptive teaching (Barrier 4). • *ELSA (Emotional Literacy Support Assistant) Training:* Training 1 Teaching Assistant to deliver structured emotional regulation interventions (Barrier 2).	Targeted	£1,650.00 (CPD £500 / ELSA £1,150)
Targeted SEMH & Nurture Interventions • ELSA Support Resources & Interventions: Direct intervention materials for Walk & Talk, anxiety management, and self-esteem groups (Barrier 2).	Targeted / universal	£1,800.00 (Resources £500 / Play Therapy £300 My Happy Mind £10 per pupil approx £1000)

• Play Therapy / Specialist SEMH Counseling: 6 weekly hours of 1-to-1 targeted play therapy for complex trauma/anxiety pupils (Barrier 2). • myHappymind whole-school mental health programme an NHS-backed and commissioned mental health and wellbeing programme designed for schools, nurseries, and families in the UK. Grounded in neuroscience and positive psychology, the digital whole-school curriculum teaches children preventative mental health habits to build resilience, self-esteem, emotional regulation, and confidence		
Educational Psychologist (EP) & Specialist Advisory Teacher Input Commissioning core hours from an Educational Psychologist and Advisory Specialist Teachers for complex EHCP/SEND assessments, high-level strategy reviews, and staff coaching (Barriers 1, 2, 3, 5).	Universal / Targeted	£1400
Diagnostic Assessment & Screening Tools • GL Assessment Emotional Literacy • Sandwell Early Math Diagnostics: Precise baseline tracking for SEMH and Cognition gaps (Barriers 2, 3).	Universal / Targeted	£880.00 (Sandwell £290 / Salford £120 / GL SEMH £180 / Widgit £290)

• New Salford Sentence Reading Test: Rapid identification of literacy barriers (Barrier 3). • Widgit Software (Whole-School License): Visual symbol communication software for non-verbal/ASC pupils and low-oracy learners (Barrier 1).		

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
1. Improved Speech, Language, and Communication (Barrier 1) Pupils with Communication and Interaction needs demonstrate accelerated progress in expressive language, active listening, and classroom engagement.	• 100% of pupils with identified speech delays show measurable improvement on Widgit and Colourful Semantics tracking grids within two terms. • Pupil voice feedback highlights increased confidence when contributing verbally in class. • Reduction in written-output fatigue for pupils utilising speech-to-text or visual assistive tools.
2. Enhanced Emotional Regulation & Reduced Dysregulation (Barrier 2) Pupils experiencing SEMH and anxiety challenges self-regulate effectively using sensory spaces and targeted nurture support, remaining ready to learn.	• Reduction in internal exclusion/de-escalation incidents for pupils accessing the pop-up sensory spaces and ELSA support. • GL Assessment Emotional Literacy post-scores show statistically significant improvements in emotional awareness and resilience. • Sustained or improved overall attendance rates for targeted SEMH pupils.
3. Closed Academic Attainment Gaps in Core Literacy & Numeracy (Barrier 3)	SEND pupils receiving Sandwell/Salford targeted interventions make expected or

Early diagnostic tracking enables rapid, targeted interventions that accelerate learning progress for the SEND register (23% of cohort).	above-expected progress relative to their personalised baseline. • Termly "Assess, Plan, Do, Review" cycles evidence attainment gap closure between SEND Support pupils and non-SEND peers.
4. Increased Sensory Accessibility Across Existing Premises (Barrier 4) Classroom environments effectively accommodate physical and sensory needs without requiring major structural building alterations.	• Classroom environment audits confirm all learning spaces feature quiet sensory corners, reduced visual clutter, and accessible motor resources. • Zero pupil sensory-overload incidents resulting in removal from mainstream classroom settings.
5. Stronger Family Collaboration & Multi-Agency Support (Barrier 5) Parents/carers feel supported, informed, and actively involved in co-designing intervention plans alongside school and external specialists.	• 100% attendance rate at termly Individual Support Plan (ISP) co-production meetings with parents. • Timely submission and processing of specialist/EP advice for EHC Plan applications and health referrals. • Positive parent survey feedback regarding school communication and family support worker guidance.

Review of the previous academic year

From year two, we will outline the progress we have made towards intended outcomes during the previous academic year and explain how this was assessed. In doing this, we will 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.

We will critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed our drafting of next year's strategy.

To support this, we 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.*