Inclusion Strategy – Moorside 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	2026/27
Date this statement was published	December 26
Date on which it will be reviewed	December 27
Statement authorised by	Sam Ismail- Principal Laura Kinder- SENCO

Statement of intent

At Moorside Primary Academy, every child is valued, known and supported to participate fully in school life. We are committed to removing barriers early so that pupils can access high-quality teaching, feel safe and that they belong, build positive relationships and achieve meaningful academic and wider outcomes.

- Our inclusion strategy is rooted in ambitious expectations, early identification and a graduated response. Ordinarily available provision begins with inclusive classroom practice, reasonable adjustments and a broad, accessible curriculum. Where pupils require additional support, provision is planned, delivered and reviewed through an assess-plan-do-review cycle, with clear links to identified need and intended impact.
- We will apply the seven principles of inclusion by leading inclusion visibly; promoting belonging and participation; knowing pupils and their needs; working in partnership with pupils and families; strengthening inclusive teaching; deploying resources transparently and equitably; and evaluating impact so that provision improves over time.
- The strategy has been informed by analysis of attainment, progress, attendance, behaviour, safeguarding, pupil voice and provision data. It should also reflect consultation with pupils, parents and carers, staff, governors and relevant professionals. We will communicate decisions clearly and provide accessible opportunities for families and pupils to contribute to planning and review.

- Responsibility for inclusion is shared across the school. Leaders will provide appropriate training, oversight and challenge; teachers remain accountable for the progress and development of pupils in their classes; and support staff will deliver agreed approaches under the direction of teachers and leaders. Safeguarding, equality and accessibility duties will inform all decisions.

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	Variation in pupils' readiness to learn, including gaps in early language, communication, literacy and numeracy that limit access to the curriculum.
2	Increasing complexity of SEND and additional needs, with some pupils requiring coordinated adjustments across teaching, pastoral support and the physical or sensory environment.
3	Social, emotional and mental health needs that may affect regulation, relationships, confidence, engagement and behaviour for learning.
4	Inconsistent independence, executive functioning and learning behaviours, including attention, organisation, working memory and transitions.
5	Barriers to partnership and access, including communication with families, differing levels of confidence in school systems, and access to external assessment or specialist advice.

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)***
Strengthen adaptive teaching through staff development, coaching, learning walks and review of curriculum accessibility. Evidence: classroom monitoring, pupil work and pupil voice. Barriers 1, 2, 3 and 4 • Staff training on adaptive teaching strategies • SEND-specific CPD and briefings • Coaching and modelling of inclusive classroom practice • Learning walks focused on SEND, inclusion and accessibility • Review of curriculum accessibility and reasonable adjustments • Development of communication-friendly classrooms • Staff training linked to communication, regulation and SEND needs • Monitoring through pupil voice, work scrutiny and classroom observations • SEND subscriptions, assessment packages and professional resources to support inclusive practice	Universal and targeted	£9,000 (training and coaching and subscriptions)
Implement consistent early identification and graduated-response systems, including screening, assess-plan-do-review cycles and termly provision reviews. Barriers 1, 2 and 5. • Screening and assessment tools • Staff training • Meetings with external professionals • TSOSS advisory teacher support • Provision reviews and recommendations from specialist services	Universal with targeted follow-up	£3,300 (TSOSS)
Develop communication-friendly classrooms, structured vocabulary teaching and targeted speech, language and communication support where assessment identifies need. Barriers 1, 2 and 4. • Thrive SLT contract • Speech and language assessments • Targeted intervention programmes • Speech and language intervention groups delivered by trained staff • Staff training and specialist advice • Review meetings and recommendations	Universal and targeted	£9,340 (thrive)

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)***
Provide a whole-school approach to relationships, regulation and emotional wellbeing, with targeted pastoral or therapeutic-informed support for identified pupils. Barriers 3 and 4. • TGMC Regulation Policy implementation • Regulation Room provision • Therapeutic resources and sensory equipment • Emotional wellbeing interventions • Staff training in regulation and emotional wellbeing	Universal and targeted	£1,500+ (Regulation room development and resources)
Increase access to specialist advice, equipment and environmental adjustments, including sensory, physical and assistive-technology support where identified. Barriers 2, 4 and 5. • Sensory resources and equipment • Environmental adaptations to support regulation and access • Assistive technology where required • Specialist advice from external professionals • Adjustments to learning environments to meet identified needs	Targeted	£1,000 (sensory resources, assistive technology and environmental adaptations)
Strengthen co-production with pupils and families through accessible meetings, pupil voice, parent workshops and regular evaluation of provision. Barriers 2 and 5 • SEND coffee mornings • Parent workshops with Mental Health Practitioner • SENDCo attendance at annual reviews • APDR meetings with families • Pupil voice activities Termly review of SEND provision with families	Universal and targeted	£500 (parent workshops, family engagement activities and external agency support)

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**
Needs are identified earlier and provision is matched more precisely to assessed barriers.	Referral and review records show timely assess-plan-do-review cycles; provision plans identify need, adjustment, responsible staff and review date; and evaluations record whether support was continued, adapted or concluded
Pupils experience a stronger sense of safety, belonging and inclusion.	Pupil and parent/carer feedback improves from the school baseline; recorded incidents of exclusion from learning

	reduce; and pupils can identify trusted adults and strategies that help them participate.
Pupils with additional needs and SEND access an ambitious, suitably adapted curriculum and show improved engagement in lessons.	By the review date, monitoring shows agreed reasonable adjustments are consistently evident; pupil voice indicates improved access and participation; and school assessment information shows progress from individual starting points.
Staff confidence and consistency in inclusive practice improve.	Training attendance, staff feedback, coaching records and classroom monitoring demonstrate increased confidence and more consistent use of agreed inclusive approaches
Parents and carers feel informed, involved and confident in supporting their child's learning and SEND provision.	Parent feedback demonstrates increased confidence in communication and support from school; attendance at reviews, workshops and engagement events remains high; and families report feeling involved in decision-making.

Implementation, monitoring and governance

- The Principal owns the strategy and the SENCO maintains the implementation record.
- Priority leads update milestones, risks, expenditure and evidence at least half-termly.
- The senior leadership team reviews implementation half-termly and agrees corrective action where delivery is off track.
- The Academy Improvement Committee (AIC) receives termly assurance on implementation, expenditure, pupil experience and emerging outcomes.
- Where implementation is not secure, leaders address the implementation barrier before judging impact. Significant safeguarding, equality, capacity or funding risks are escalated through agreed academy and Trust arrangements.

Partnership with pupils and families

The academy will use accessible and proportionate approaches, including pupil conversations, class and school council activity, parent meetings, surveys, workshops and alternative communication formats. Feedback will be summarised and the academy will explain what changed as a result.

Stakeholders	Feedback Opportunities
Pupils	Termly facilitated pupil voice and individual APDR reviews.
Parents and carers	Termly SEND review meetings, short surveys at parent's evenings and individual contact.
Staff	Termly training evaluation, coaching and PPM/year-group review.
AIC	Termly assurance report and link-governor visits.
External partners	Review meetings and written advice as commissioned or required.

Review of the previous academic year

This is the school's first published strategy in this format and therefore there is no previous-year review.

Further information

This strategy should be read alongside the academy's:

- SEND Information Report – available from the academy website*
- SEND Policy – available from the academy website
- Accessibility Plan – available from the academy website
- Teaching and Learning / Curriculum Policy – available from the academy website
- Behaviour Policy – available from the academy website
- Attendance Policy – available from the academy website
- Safeguarding and Child Protection Policy – available from the academy website
- Supporting Pupils with Medical Conditions Policy – available from the academy website
- Complaints procedure – available from the academy website
- Local authority Local Offer – available from the academy website