Inclusion Strategy – Old Hutton C of E Primary School

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 to 2027
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Mr Nick Turley

Statement of intent

At Old Hutton, we want every child to feel valued, included and supported to flourish socially, emotionally and academically. We believe that every child is unique, with their own strengths, interests, experiences and needs. Our responsibility is to recognise and celebrate these differences, ensuring that every pupil has the opportunity to achieve their full potential and enjoy a positive experience of school life.

We understand that children can face different barriers to learning, and that these barriers are not always the same for every child. Our approach to inclusion is about recognising these barriers early, understanding each child's individual circumstances and putting the right support in place to help them thrive. We do not believe that one approach works for everyone. Instead, we aim to provide the right opportunities, teaching and support so that all children can succeed.

Our approach is built on **positive, trusting relationships**. We want every child and family to feel that they are known, listened to and valued. By working closely with parents and carers, we can develop a shared understanding of each child's needs and work together to overcome any challenges they may face. We recognise that strong relationships between pupils, staff and families are at the heart of an inclusive school.

Our strategy is guided by seven principles of inclusion:

1. **Ambitious leadership and governance that embeds inclusion** – We will ensure that inclusion is at the heart of our school's vision, decisions and everyday practice. Leaders and governors will take responsibility for making sure every child is valued and given the opportunity to succeed.
2. **Evidence-based support, prioritising early intervention** – We will identify difficulties and barriers as early as possible, using what we know about each child

and the best available evidence to provide effective support. We will act promptly rather than waiting for difficulties to become greater.

3. **High-quality adaptive teaching with a curriculum designed for all learners** – We will provide engaging, ambitious and accessible learning for every pupil. Teachers will adapt their teaching, resources and approaches to meet different needs, while ensuring that all children are challenged and supported to make progress.
4. **Enriching provision beyond the classroom that all children can access** – We believe that learning takes place in many different settings. We will provide opportunities through outdoor learning, visits, clubs, sporting activities and wider experiences, ensuring that all children can take part and benefit.
5. **A safe and respectful culture fostering belonging, attendance and participation in learning** – We will create an environment where everyone feels safe, respected and accepted. We want every child to enjoy coming to school, develop positive relationships and feel confident to contribute, participate and be themselves.
6. **Strong partnerships with families and wider services** – We will work in partnership with parents, carers and other professionals to provide joined-up support. We value the knowledge families have of their children and believe that working together leads to the best outcomes.
7. **Inclusive environments with continuous improvements to accessibility** – We will regularly review our school environment, resources and facilities to make sure that all children can access learning, feel comfortable and participate fully in school life.

Ultimately, inclusion at Old Hutton is about making sure that **every child belongs, every child matters and every child has the opportunity to flourish**. We will continually reflect on and improve our practice so that no child is left behind and every pupil is supported to become the very best version of themselves.

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	Dyslexia, affecting reading, writing and spelling.
2	Social, emotional and mental health needs (SEMH)
3	Attendance and punctuality
4	Communication and language - Oracy

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)*
1.Small-group literacy interventions *Little Wandles Keep-up* *Little Wandles Rapid catch-up* *Little Wandles Fluency Catch-up* Provides additional targeted support with phonics, reading fluency and spelling.	Targeted	£450 annual subscription
1.Paired reading Allows pupils to practise reading with a supportive peer or adult.	Universal	No cost
1.Whole class guided reading Allows pupils to access age-appropriate texts without reading difficulties preventing understanding.	Universal	£500 per year for purchase of high quality texts
1.Little Wandles Phonics Programme	Universal	£450 for Little Wandle subscription
1.Toe by Toe reading programme	Targeted	£90

1.Spelling Shed spellings programme	Universal	£120
1.Dyslexia friendly books and overlays	Targeted	£250
2. Access to a trusted adult Gives pupils a safe person they can approach to discuss their feelings.	Targeted and universal	£40 per hour
2. Access to calm/quiet space Gives pupils somewhere to go when they feel overwhelmed or need time with a trusted adult.	Universal	£50
2.Storybooks with SEMH themes. Helps pupils understand and recognise that different feelings are normal.	Universal	£250
2.Sensory/SEMH Time out of class e.g. Cooking, sensory play, social stories	Targeted	£50 per session
2.Calm classroom	Universal	No cost
2.soften open/end of day	Targeted	No cost
2.Sensory circuits and movement breaks	Universal	No cost
3.Individual attendance support plans Identifies specific anxieties and agrees practical steps to improve attendance.	Targeted	No cost
3.Breakfast club/Running Club Provides a calm, supportive start to the school day.	Universal	No cost
3.Emotional regulation activities The Decider Skills	Universal	No cost

Teaches pupils strategies such as breathing exercises, mindfulness and recognising anxiety triggers.		
3.Communication diary with parents/carers	Targeted	No cost
4.ABC (Agree, Build, Challenge)	Universal	No cost
4.Wellcomm Highlight children who have gaps in language skills	Universal	Covered by the LA
4.Speech and language therapy	Targeted	No cost

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
Improved literacy, confidence and independent access to learning. Evidence of success: • Reading and spelling assessments. • Samples of written work. • Pupil voice and confidence surveys. • Teacher observations and intervention records.	• Pupils demonstrate measurable progress in reading fluency, comprehension and spelling. • Pupils show increased confidence when reading and completing written tasks. • Pupils independently use strategies and resources such as word banks, reading rulers and assistive technology. • Pupils can access classroom learning and demonstrate their understanding across the curriculum. • Pupils complete written activities with increasing independence. • The gap between pupils' current literacy attainment and their individual learning targets reduces.

Improved emotional wellbeing, resilience and engagement in learning. Evidence of success: • Pupil voice and wellbeing check-ins. • Pastoral support records. • Staff observations. • Engagement and participation records. • Feedback from parents/carers, where appropriate.	• Pupils feel safe, supported and listened to within the school environment. • Pupils can identify and approach a trusted adult when they need emotional support. • Pupils develop increased confidence in recognising and communicating their feelings. • Pupils demonstrate improved emotional wellbeing and engagement in learning. • Pupils develop positive relationships with peers and staff. • Pupils increasingly participate in classroom activities and wider school life. • Pupils can access appropriate support when experiencing difficult emotions.
Improved attendance, reduced anxiety and increased participation in school life. Evidence of success: • Attendance and punctuality data. • Pupil and parent/carer feedback. • Attendance support plan reviews. • Pastoral records. • Staff observations of morning transitions and classroom engagement.	• Pupils demonstrate improved attendance in line with individual attendance targets. • Pupils show improved punctuality and arrive at school with increased confidence. • Pupils report feeling safe, welcomed and supported when arriving at school. • Pupils develop positive relationships with identified trusted adults. • Pupils demonstrate reduced anxiety around transitions into school and the classroom. • Pupils increasingly access lessons and participate in the wider school day. • Families report improved confidence in the school's ability to support their child's attendance needs.

Pupils develop the communication, language and oracy skills needed to express themselves, understand others and participate confidently in learning and wider school life. Evidence of Success: • Pupil voice. • Teacher observations. • Classroom participation. • Vocabulary assessments. • Speech and language targets. • Intervention records.	• Pupils demonstrate increased confidence when speaking in pairs, small groups and whole-class discussions. • Pupils use new vocabulary appropriately across different curriculum subjects. • Pupils can communicate their needs, thoughts and opinions with increasing independence. • Pupils demonstrate improved listening skills and take turns appropriately in conversations. • Pupils can follow age-appropriate instructions with reduced levels of adult support, where appropriate. • Pupils contribute more regularly to classroom discussions and collaborative activities. • Pupils demonstrate progress against their individual speech, language and communication targets. • Pupil voice indicates that children feel confident, listened to and included. • Teachers report improved engagement and participation in learning activities.