Inclusion Strategy – Newchurch St Mary's CE 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	P Nightingale

Statement of intent

At Newchurch St Mary's CE Primary Academy, inclusion is at the heart of our vision: "**At St Mary's we believe that ordinary people can choose to be extraordinary.**" We are committed to ensuring that every child achieves and thrives, regardless of need, background or starting point. We place high expectations, equity of access and ambitious outcomes for all pupils at the centre of school improvement, with the aim that disadvantaged pupils will close attainment gaps and achieve in line with or better than their peers. We are inclusive by design. High-quality adaptive teaching is the universal entitlement for all pupils and sits at the core of our graduated response. We recognise that high-quality teaching remains the most significant driver of our pupil outcomes, particularly for our disadvantaged pupils and those with SEND. This strategy aligns with our Pupil Premium strategy, ensuring a cohesive, whole-school approach to addressing disadvantage, SEND, attendance, wellbeing and safeguarding.

Enacting the 7 principles of Inclusion:

Our ambitious leadership at NSM fosters a culture of high expectations and inclusivity under a "keep up, not catch up" philosophy, ensuring no learning ceiling. Guided by the SENCo, leaders, and governors, outcomes are rigorously evaluated

using progress data, attendance, and pupil voice to ensure resources target proven strategies.

High-quality adaptive teaching is a core entitlement. Staff use evidence-informed professional development to connect learning across subjects, employ spaced retrieval, explicitly model concepts, and use fluid **groupings and reduced** scaffolds.

When additional support is needed, early identification, especially in EYFS, is prioritised. Staff implement a graduated response (Assess-Plan-Do-Review) via Pupil Overview of Provision Statements (POPS), utilising a tiered model of universal, targeted, and specialist provision with clear entry and exit criteria. Teaching assistants complement high-quality teaching by scaffolding learning and promoting independence.

Beyond the classroom, a broad enrichment programme, including KS2 residentials, a wide variety of sporting activities, creative arts, and targeted half termly invites for disadvantaged pupils, builds cultural capital and resilience.

Our sensory room provides a designated space for pupils to check in with a trained member of staff, who uses a wide range of resources to help the children regulate, understand their emotions and develop a strong sense of belonging.

A whole-school relational approach and successful OPAL playtimes promote positive behavior, empathy, teamwork and communication skills.

Active partnerships with families and external agencies ensure joined-up support.

Finally, funding is strategically cost and evaluated for value to strengthen teaching, staff expertise, and early intervention. Aligned with RISE priorities focusing on reception quality, inclusive provision, attendance, and core attainment, this framework ensures every child achieves and thrives.

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	On entry to EYFS, Speech and Language development needs are increasing year on year.
2	Assessments and moderation indicate that disadvantaged pupils (including our PP/SEND pupils), generally have lower attainment in their reading, writing and maths than their peers. Writing is the area of most difficulty across the disadvantaged group. Subject SEND EXS, Non SEND EXS Reading 30% 98% Writing 10% 80% Maths 50% 93%
3	Parental meetings and staff observations have identified an increase in pupils who are masking during the school day and requiring targeted SEMH support.

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)*
Ambitious leadership and governance That embed inclusion. Invest in data analysis systems (Insight) to give senior leaders real-time tracking of attainment, attendance, and progress for disadvantaged, SEND, and vulnerable pupil groups, strengthening governance accountability. *Evidence:* DfE Inclusion Strategy Guidance (strengthening systems for data collection and analysis to identify cohorts and evaluate impact); The Difference (tracking hidden vulnerabilities and attendance/belonging indicators). • *Addresses Barrier:* **2 & 3**	Universal	Insight Lite - Trust cover fees for all academies
Evidence based support prioritising early intervention	Targeted	Neli DfE funded

Implement structured, early-identification language interventions in EYFS and KS1, including Nuffield Early Language Intervention (NELI), Drawing Club, and Bug Club, • *Evidence:* EEF Promising Programmes • *Addresses Barrier:* **1 & 2**		
Evidence based support prioritising early support Deploy Teaching Assistants (TAs) using structured scaffolding frameworks to promote pupil independence, executive functioning, and self-regulation rather than dependency, alongside time-limited small-group pre-teaching. • *Evidence:* EEF Guide to Inclusive Teaching & *Making Best Use of Teaching Assistants* (structured TA deployment and scaffolding framework). • *Addresses Barrier:* **2 & 3**	Targeted	Pupil Premium contribution £1550 x 8 = £12,688
High-quality adaptive teaching with a curriculum designed for all learners • Deliver whole-school, evidence-informed CPD focused explicitly on adaptive teaching, explicit writing instruction (modelling, shared composition, and gradual scaffold removal), and embedding oracy across the curriculum. • *Evidence:* EEF Guide to Inclusive Teaching (two-part model: strong **u**niversal everyday practice + targeted adaptations); EEF Improving Literacy in KS1/KS2 (explicit writing strategies); DfE RISE Universal SEND Services (online	Universal	£500 in budget for CPD

SEND CPD units and adaptive teaching resources). • *Addresses Barrier:* 1 & 2		
High-quality adaptive teaching with a curriculum designed for all learners • Embed assistive technology (such as speech-to-text, predictive text, and AI-supported adaptive scaffolding tools) to remove transcription barriers in writing and enable pupils with SEND to access age-related curriculum content. • *Evidence:* DfE RISE Assistive Technology Training Materials (National Institute of Teaching / Teach First evidence-based assistive tech modules); EEF Teaching and Learning Toolkit (*Using Digital Technology to Improve Learning*). • *Addresses Barrier:* 2	Targeted	Pupil premium contributions As above. EHCP funding £4305
Enriching provision beyond the classroom that all children can access • Conduct a full school enrichment audit to ensure equitable uptake of sports, creative arts, and cultural capital opportunities by disadvantaged and SEND pupils, alongside structured **OPAL playtimes** to build social communication, resilience, and peer relationships. • *Evidence:* DfE Inclusion Strategy Guidance (closing participation gaps in personal development); EEF Teaching and Learning Toolkit (*Social and Emotional Learning* +4 months; *Arts Participation* +3 months).	Universal	DfE Wraparound Provision 1st year 2026-2027 £9500 2nd year 2027-28 £6000

• *Addresses Barrier:* **1, 2 & 3**		
A safe and respectful culture fostering belonging, attendance, and participation in learning • Embed whole-school relational and trauma-informed staff training focused on identifying internalised distress and masking (particularly in neurodivergent pupils), paired with structured pupil belonging surveys and regular emotional check-ins. • *Evidence:* The Difference (relational school leadership and identifying unmet SEMH needs behind quiet compliance/masking); Mentally Healthy Schools (whole-school emotional wellbeing and sensory/masking toolkits); DfE RISE Autism Training. • *Addresses Barrier:* 3	Universal	EBSA CPD £295
Strong partnerships with families and wider services • Host termly parent coffee mornings and co-production workshops with the Mental Health Support Team (MHST) and Family Learning Hub to align home-school strategies for communication, masking, and emotional regulation; continue specialist diagnostic and staff supervision partnerships (ADYSS Ltd) and CFWS referrals. • *Evidence:* EEF Teaching and Learning Toolkit (*Parental Engagement* +4 months); Mentally Healthy Schools (working with parents/carers and MHSTs); DfE Inclusion Strategy	Universal	£3000 in budget for Specialist Teacher, half term reviews and diagnostic reports.

Guidance (multi-agency working and family co-production). • ***Addresses Barrier:*** **1 & 3**		
Inclusive environments with continuous improvements to accessibility • Establish and staff a dedicated sensory regulation space / quiet inclusion base led by a trained practitioner for pupils experiencing sensory overwhelm or decompression needs after masking, alongside a whole-school environmental audit (visual timetables, communication-friendly classrooms, and reduced sensory clutter). • *Evidence:* DfE Guidance on Developing Inclusion Bases & DfE Inclusive Education Estates Guidance (10 core elements of inclusive design: quiet spaces, sensory comfort, acoustics, and visual wayfinding); Speech and Language UK (communication-friendly environments). • *Addresses Barrier:* 1 & 3	Universal Targeted	Trained member of staff 3.75 how x £13.26 = £49.73pw = £1939 yearly

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
Barrier 1	At least 80% of pupils participating in Neli will meet or exceed their personalised

On entry to EYFS, Speech and Language development needs are increasing year on year. ***Intended Outcome:*** Accelerated progress in early communication and language, closing vocabulary and expression gaps before transition into Key Stage 1 through high-quality universal oracy and targeted interventions.	communication targets by the end of the intervention cycle. Pupils will demonstrate improved receptive and expressive language skills as evidenced through pre- and post-intervention assessments. A greater proportion of children will achieve age-related expectations in Communication and Language by the end of Reception. The percentage of pupils requiring ongoing speech and language intervention will reduce following successful completion of targeted support.
Barrier 2 Our SEND pupils have the most significant attainment gap in comparison to their peers in reading, writing and maths. **Intended Outcome:** Narrowing attainment and progress gaps across reading, writing, and maths through high-quality adaptive teaching, explicit writing instruction, and structured pre-teaching.	Attainment gaps between SEND/disadvantaged pupils and their peers reduce year-on-year, aiming for at least a 10 percentage point reduction by Summer 2027. The majority of SEND pupils meet or exceed their personalised targets as tracked via Insight data systems. Intervention and progress data demonstrate accelerated acceleration and positive impact that outpaces national baselines for similar cohorts. Lesson monitoring and work scrutinies show SEND pupils accessing the curriculum with increasing independence, scaffold reduction, and confidence.
Barrier 3 ***Parental meetings and staff observations have identified an increase in pupils who are masking during the school day and requiring targeted SEMH support.*** **Intended Outcome:** Enhanced emotional regulation, reduced hidden distress, and a strong sense of belonging, enabling pupils to engage fully and safely in learning and school life.	Pupil voice and regular anonymous belonging surveys demonstrate increased trust, engagement, and psychological safety. Strong family engagement and co-production—including attendance at Mental Health Support Team (MHST) workshops—contribute to improved home-school relationships and reduced anxiety-led absence. Successful utilisation of sensory regulation spaces results in quicker co-regulation, improved self-regulation strategies, and increased resilience during unstructured times.

	Staff successfully identify masking behaviors early and apply trauma-informed, relational approaches to support emotional wellbeing.

Review of the previous academic year