Inclusion Strategy 2026-2028

Inclusion Strategy – St Peter's C of E Primary

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	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Alison Dodd

Statement of intent

At St Peter's Church of England Primary School, our vision is for every child to flourish spiritually, academically and personally, living life in all its fullness. We believe that inclusion benefits everyone and are committed to ensuring every child feels valued, belongs and can achieve their potential.

Our inclusion strategy is built around the seven principles of inclusion:

1. Ambitious Leadership and Governance

- Inclusion is central to school improvement and decision-making.
- Leaders and governors champion high expectations for all pupils.

2. Evidence-Based Support

- We identify needs early and respond quickly.
- Support and interventions are informed by evidence and pupil needs.

3. High-Quality Adaptive Teaching

- High-quality teaching is the foundation of inclusion.
- Learning is adapted so all pupils can access an ambitious curriculum.

4. Enriching Provision Beyond the Classroom

- All pupils can participate in clubs, visits, residentials and leadership opportunities.
- Barriers to wider school experiences are actively removed.

5. A Safe and Respectful Culture

- Every child is welcomed, valued and respected.
- We promote wellbeing, positive relationships and a strong sense of belonging.

6. Strong Partnerships

- We work closely with families, governors and external agencies.
- Pupils and parents are included in decisions about support and provision.

7. Inclusive Environments

- Our classrooms and wider school environment are accessible and welcoming.
- We continuously adapt provision to meet the changing needs of our pupils.

This strategy has been developed with staff, governors and families and reflects our commitment to ensuring every child is known, valued and supported to thrive. Through strong partnerships, high-quality teaching and a culture of belonging, we aim to create a school where everyone flourishes and is prepared for the next stage of their education and life.

Barriers to learning and participation

At St Peter's Church of England Primary School, we recognise that every child is unique and has individual strengths, interests and aspirations. Whilst many pupils thrive through high-quality classroom provision alone, some children may experience barriers to learning, achievement and participation at different points in their educational journey. We are committed to identifying needs early and responding through inclusive practice, high-quality adaptive teaching, targeted support and a strengths-based approach that enables every child to flourish. We understand that barriers can be temporary or long-term, and that a child's needs may change over time. Therefore, we work in partnership with pupils, families and external agencies to ensure support is responsive, proportionate and focused on helping children achieve their full potential.

At our school, pupils may encounter barriers relating to:

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	**Speech, Language and Communication Needs (SLCN)** Over recent years, we have identified an increasing number of children entering school with lower levels of speech, language and communication development. Difficulties may include understanding and using language, following instructions, expressing ideas, developing vocabulary, sustaining conversation and interacting effectively with others. As communication skills underpin learning across the curriculum, these challenges can present significant barriers to academic achievement, participation, social interaction and independence. Speech, language and communication needs can also impact confidence, emotional wellbeing and the development of positive relationships.

	Children may experience difficulties with understanding language, expressing themselves, developing vocabulary, social communication or interacting effectively with others. These needs can impact learning, confidence, relationships and independence.
2	**Cognition and Learning Needs** Children may require additional support to acquire, retain and apply knowledge and skills. Difficulties may affect areas such as reading, writing, mathematics, memory, processing, attention or organisation. At St Peter's Church of England Primary School, we have identified a number of pupils, particularly within Key Stage 1, who experience cognition and learning difficulties that impact their ability to access the curriculum and make expected progress. We have recognised that a significant number of children in Years 1 and 2 require additional support to acquire, retain and apply knowledge and skills across the curriculum. Difficulties may present in areas such as reading, writing, mathematics, memory, processing, attention, organisation and the transfer of learning. These barriers can affect a child's confidence, independence and ability to achieve age-related expectations. Through early identification, high-quality adaptive teaching, targeted interventions and a graduated approach to support, we work to ensure that pupils are able to access learning successfully, build on their strengths and make meaningful progress from their individual starting points.
3	**Social, Emotional and Mental Health (SEMH) Needs** At St Peter's Church of England Primary School, we recognise a growing number of children entering school with underdeveloped emotional regulation, self-regulation and social interaction skills. These needs are particularly evident within our Year 1 and Year 2 cohorts, although some pupils across the school present with more complex social, emotional and mental health needs that require additional support. Difficulties with managing emotions, attention, resilience, relationships and behaviour can create significant barriers to learning, participation and engagement with the curriculum. These challenges may also impact attendance, wellbeing, confidence and a child's ability to develop positive relationships with peers and adults. Through nurturing relationships, high-quality adaptive teaching, targeted pastoral support and a strengths-based approach, we work to help pupils develop the emotional literacy, coping strategies and self-regulation skills needed to access learning successfully and flourish both academically and personally.
4	**Physical and Sensory Needs** At St Peter's Church of England Primary School, we have a small number of pupils with identified physical disabilities, medical needs, hearing impairments, visual impairments or sensory needs that require adaptations to provision, resources or the learning environment. We have also identified a growing number of children, particularly within the Early Years Foundation Stage and Key Stage 1, who experience difficulties with fine and gross motor skill development. These difficulties

	can impact a child's ability to participate fully in classroom activities, develop independence and record their learning effectively, particularly in writing tasks. Sensory processing differences may also affect engagement, concentration and access to learning. Through early identification, appropriate adaptations, targeted interventions and collaborative working with families and external professionals, we strive to remove barriers to participation and ensure that all pupils can access learning, develop independence and achieve their full potential.

We recognise that some pupils may experience needs across more than one area and that wider factors such as attendance, health, family circumstances, disadvantage, adverse childhood experiences, mobility or safeguarding concerns can also create barriers to learning and achievement. Through our inclusive culture, strong partnerships and graduated approach to support, we aim to remove barriers, promote belonging and enable every child to achieve and thrive.

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.

Our Inclusion Strategy is underpinned by the following research The EEF Guide to Inclusive Teaching 2026 and the 7 Principles of Inclusion.

Universal Provision

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)*
Whole-staff CPD programme focused on high-quality adaptive teaching. Training, coaching and monitoring will develop staff confidence and expertise in adapting teaching to meet the needs of pupils with speech, language and communication needs, cognition and learning needs, SEMH needs and physical and sensory needs. The aim is to strengthen universal classroom provision so that more pupils can successfully access the curriculum and achieve alongside their peers.	Universal	To address Barrier 1,2,3,4 £1,000 IMF
Implementation of a phonics tracking and assessment tool across EYFS to Year 2 to strengthen the identification of gaps in phonics knowledge and application. The tool will support staff in using assessment information to target interventions, monitor progress and provide timely support for pupils at risk of falling behind in reading. This is intended to support pupils with speech, language and communication needs, cognition and learning difficulties, and those requiring additional phonics intervention.	**Universal**	To address Barrier 1,2 £1,000 IMF

Targeted Provision

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)*
Additional staffing within EYFS to provide targeted support and early intervention for pupils with speech, language and communication needs, cognition and learning needs and SEMH needs. Provision includes the delivery of the Nuffield Early Language Intervention (NELI) programme, small-group support and structured interventions to develop communication, language, early literacy, attention and self-regulation skills. The aim is to accelerate progress, strengthen readiness for learning and reduce barriers before pupils enter Key Stage 1.	Targeted	To address Barrier 1 £23,571 Core Budget
Establishment of Sandpiper Provision to provide targeted, specialist support for pupils experiencing significant barriers to learning. The provision will offer high-quality adaptive teaching, personalised learning pathways and nurturing support within an enriching environment beyond the classroom. The aim is to improve access to the curriculum, develop communication, learning and self-regulation skills, and enable pupils with SEND and additional needs to successfully engage in learning and wider school life.	Targeted	To address Barrier 1,2,3,4 £58k Core Budget £6,000 IMF
Commission additional specialist services to support the development and implementation of our enhanced SEND provision. This will include access to external professionals to provide assessment, advice, staff training and bespoke strategies for pupils with complex speech and language, cognition and learning,	Targeted	To address Barrier 1,2,3,4 £2,000 IMF

SEMH, physical and sensory needs. This activity aligns with Principle 6: Strong Partnerships, ensuring effective collaboration between school staff, families and specialist services to improve outcomes and strengthen inclusive practice.		

Further Development of Inclusive Learning Environments

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)*
Further develop and adapt key learning environments to improve accessibility and inclusion for pupils with complex SEND needs. Adaptations may include the creation of low-arousal spaces, sensory provision, enhanced communication supports, adapted resources and specialist equipment. This will ensure pupils can access learning, develop independence and participate successfully within their mainstream school environment. This activity aligns with Principle 7: Inclusive Environments, which promotes the development of accessible, welcoming and responsive environments that meet the diverse needs of all learners.	**Targeted**	To address Barrier 1,2,3,4 £4,000 IMF

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
Intended Outcome 1: High-Quality Adaptive Teaching *All staff will have the knowledge, skills and confidence to deliver high-quality adaptive teaching that meets the needs of pupils with SEND and additional*	• Staff demonstrate increased confidence and expertise in adaptive teaching strategies. • Lesson observations and monitoring evidence effective adaptation for pupils with SEND.

needs. Universal classroom provision will be strengthened so that barriers to learning are proactively addressed through inclusive teaching practices, enabling more pupils to successfully access an ambitious curriculum alongside their peers.	• Pupils with SEND access the curriculum successfully alongside their peers. • Increased pupil engagement, participation and independence across lessons. • A reduction in the number of pupils requiring additional intervention due to strengthened universal provision.
Intended Outcome 2: Earlier Identification and Targeted Intervention Children with emerging needs will be identified at the earliest opportunity and provided with timely, evidence-informed support. Through enhanced staffing and targeted interventions within EYFS, pupils will develop the communication, language, learning and self-regulation skills required to access the curriculum successfully and build strong foundations for future learning.	• Children with emerging SEND needs are identified at the earliest opportunity. • EYFS pupils receiving targeted language support, including NELI, demonstrate improved communication and language skills. • Increased proportion of pupils achieve expected milestones in communication, language and early literacy. • Pupils enter Key Stage 1 better prepared to access the curriculum. • Assessment data demonstrates accelerated progress for identified pupils.
Intended Outcome 3: Improved Reading and Phonics Achievement Robust assessment systems will enable staff to identify gaps in phonics knowledge and application quickly and accurately. As a result, pupils who are at risk of falling behind will receive timely support, leading to improved confidence, attainment and progress in phonics, reading and early literacy.	• Early gaps in phonics knowledge are accurately identified and addressed. • Staff use phonics assessment information consistently to plan targeted support. • An increased proportion of pupils achieve age-related phonics expectations. • Pupils at risk of falling behind make accelerated progress through timely intervention. • Improved confidence, application and fluency in early reading.
Intended Outcome 4: Improved Access to Learning for Pupils with Complex Needs Pupils accessing Sandpiper Provision will experience a personalised and nurturing	• Pupils accessing Sandpiper demonstrate improved engagement with learning. • Individual SEND targets show good progress over time.

learning environment that reduces barriers to participation and supports successful engagement with learning. Through high-quality adaptive teaching and bespoke provision, pupils will develop greater independence, resilience, communication and readiness for learning, enabling them to access an increasingly broad curriculum.	• Improved emotional regulation, communication and readiness to learn for targeted pupils. • Reduced barriers to curriculum access for pupils with complex needs. • Increased successful participation in mainstream classroom learning and wider school experiences.
Intended Outcome 5: Inclusive Learning Environments that Meet Diverse Needs Learning environments across the school will be enhanced to ensure they are accessible, welcoming and responsive to the needs of pupils with SEND. Through the development of inclusive environments, pupils with physical, sensory, communication and complex needs will be able to participate fully in learning and wider school life within their mainstream school community.	• Learning environments are adapted to meet the needs of pupils with complex SEND. • Pupils make effective use of sensory, communication and accessibility resources. • Increased independence and participation for pupils with physical, sensory and additional needs. • Pupils report feeling safe, supported and able to access learning. • Environmental adaptations contribute to improved engagement and reduced barriers to participation.
Intended Outcome 6: Stronger Multi-Agency Working and Specialist Support The school will strengthen partnerships with specialist services, families and external agencies to ensure that pupils with complex needs receive high-quality, coordinated support. Specialist expertise will enhance staff capacity, inform provision and improve outcomes for pupils, whilst supporting the ongoing development of an inclusive school culture.	• Specialist services provide timely assessment, advice and recommendations. • Staff implement specialist recommendations consistently across school. • Families report positive communication and involvement in support planning. • Pupils with complex needs receive appropriate, coordinated support. • Improved progress, wellbeing and curriculum access for pupils receiving specialist input.

Review of the previous academic year (Due in November 2027)

Further information

Through the implementation of this Inclusion Strategy, St Peter's will further develop a culture of inclusion where every child is known, valued and supported to flourish. High-quality adaptive teaching, early intervention, inclusive environments and strong partnerships will reduce barriers to learning and participation, enabling all pupils, particularly those with SEND and additional needs, to achieve well, develop independence and access the full life of the school.