



The Upton Schools

Upton Infant School
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Upton Junior School
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Inclusion Strategy Upton Infant School

The Upton Schools are committed to ensuring that all children, including those with SEND, can learn, participate and feel supported and valued within their community.

Through high-quality teaching, adaptive practice, and the effective use of both notional and top up funding we aim to meet the needs of the majority of children within our schools through universal and targeted provision.

There are a number of pupils who have more significant needs that require targeted support beyond what is ordinarily available (more information about stages 1-5 can be found on the school website). The Inclusive Mainstream Fund and High Needs Funding from Dorset LA is used to supplement what is already on offer at the Upton Schools promoting Belonging, Excellence and Growth, identifying and removing barriers to ensure positive outcomes, children achieve their best, are confident and have successful transitions within school and beyond.

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-2027
Date this statement was published	19 th Oct 2026
Date on which it will be reviewed	20 th Oct 2027
Statement authorised by	Duncan Churchill

Statement of intent:

At the Upton Schools we strongly believe that all children have the right to attend their local school playing an integral part within their community. We aim to develop the skills of the young people so that they can communicate for themselves and express themselves with positive learning behaviours, have good emotional wellbeing and make progress against their unique and individual starting points. Teachers and leaders are trained to identify and overcome barriers, and all staff offer strong universal provision alongside an ambitious curriculum whether in a base class or the reduced classroom.



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Our Inclusion strategy starts at the heart of our school community and school values. Every child is nurtured to foster a sense of belonging and encouraged to Be Kind, Be Ready and Be Respectful. Learning skills are integral in every element of school life with a high expectation for children to participate- sitting smartly, engage with magnet eyes and try their best in learning with resources ready.

The Leadership team and governance at the Upton Schools values diversity and has a strong understanding of the current trends and needs to ensure that children are offered high-quality teaching across the schools and that every child can demonstrate success and progress.

Following the high quality first teaching we have in our classrooms we then prioritise the needs of each cohort, individual learner and the school development plan with early intervention and evidence-based support. This varies from term to term and year to year but usually consists of pre teaching, 1:1 RWInc tuition, 1st class at number, mental health support and maximising the use of teaching assistants. Using consistently strong assessment systems and monitoring data allows for these interventions to be fluid and effective with equal importance on engagement, attendance, emotional wellbeing and academic achievement.

Collaboration is essential within our school and wider community. Working together with pupils, families, external agencies, Local Authorities and Hamwic Education Trust we have been successful in promoting a safe and respectful ethos where we can all adapt for one another. We are extremely proud of our strong partnerships within the local community and look to improve this co-production work alongside all parties. This collaboration is an effective model of self-reflection, improvement and adjustment with all leaders aiming to improve the enrichment and provision we offer within and beyond the classroom environment.



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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.

There has been a consistent barrier identified over a period of 5 years as children start school. This can impact both achievement and engagement for children as they start their Key Stage 1 journey and reinforces the decision taken by leadership to invest in quality first teaching for all as the most effective support with only the minority receiving targeted EEF interventions.

	Detail of barrier to learning <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Communication and Interaction needs- variable needs on entry with lower than national average baseline scores in all areas of language. 75% of the SEND register have interaction needs which impact both social and emotional health, GLD, attention and listening and personal/social development.
2	Gaps in foundational knowledge, phonic decoding (SEND) and key skills, particularly handwriting in Key Stage 1 and 2 with no consistent scheme to follow to both teach and identify gaps/progression through 'notice check and change' adaptive live marking.
3	Increasing number of children who are not achieving PSED and attention and listening at the end of EYFS/ K Stages and the impact this has on lost learning and core foundational knowledge.
4	Variability in teachers' ability to identify barriers to learning within the classroom within year groups and to plan for progressive and evaluative target setting.
5	Learning environments need to be improved for individual learners including reasonable adjustments to cater for a variety of learning styles and a total communication approach.
6	Leadership capacity to monitor, develop or implement new strategies due to increasing Communication and Interaction and Social Emotional Needs within schools and local services diminishing.



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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.

Description of activity <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Specialist assessments via Speech and Language Service Total Communication Approach audit for all classrooms Balanced System training for universal provision in classrooms- Lego, narrative, storytellers Barrier 1	Universal and targeted-small group KS1 6 weeks 20 minutes	£5000
EEF informed speech and Language interventions Whole class teaching of NELI in Year R Colourful Semantics via literacy Barrier 1	Universal and targeted-small group KS1 5 days per week 20 minutes	£6000
Specialist service interventions for pupils who have the need for regular 1:1 intervention to improve communication and phonological awareness difficulties Barrier 1	Targeted 1:1 sessions 10-15 minutes x 1 weekly	£5000
EEF informed literacy intervention 1:1 tuition in Read Write Inc Children to be identified as off track and vulnerable learners when using phonic decoding skills Barrier 2	5-10 min x 3 a week Targeted	£5000



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Teacher training on barriers tool. Teachers will be using the barriers tool to identify gaps in foundational knowledge in reading, writing and maths. Notice Check and Change will then be used for all pupils more consistently and robustly. Barrier 2 and Barrier 4	Universal	£500
Phase leader shared role EYFS and Year 1 Children accessing enhanced curriculum to close gaps in 1st half of Autumn term Children having bespoke planned interventions for group work, turn taking, managing emotions and game play via the Year 1 curriculum Barrier 3 and Barrier 6	Universal Additional TA pm in Year 1	Leadership role TLR 1 day a week £2500
Strong Universal offer for SEND stages 1-2 and targeted support SEND leaders holding Graduated Response meetings within year teams and monitoring adaptations within year groups for all pupils SEND leaders developing knowledge and understanding of vulnerable learners via reputable and DFE training • NPQ SEND • Asylum Seekers • Literacy Hub- SEND sessions Barrier 4 and 6	Universal	£5000
Therapeutic classroom designed and equipped that can be loaned to wider school for specific pupils to be able to access learning and increase engagement and participation in school life Intervention space used across both schools to support SEMH presentation in older students	Targeted	£5000



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SHINE introduced on 1:1 both in school and within the home for focus families Barrier 3 and 5		
Whole school and community network developed incorporating all local services and support within one space Co-production and sharing of pupil information to support access and engagement Barrier 6	Universal X 3 per year	£500

*please note total spend of £29,550 both Inclusion fund and High Needs Dorset LA equates to £20,000

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
Ambitious Leadership that embeds Inclusion: All leaders will be able to effectively monitor and evaluate provision for vulnerable pupils and to support staff development. (link SDP P 1)	- Completion of NPQ SEND - Literacy Hub- SEND focus x 6 sessions - Learning Walks - Drop In sessions - Leaders demonstrate a knowledge of vulnerable learners and how best they can be supported within classrooms - Attainment and progress monitoring for all groups by all leaders including Phase
High-Quality adaptive Teaching with a curriculum designed for all learners: To develop teaching that supports careful identification of gaps in learning, foundational knowledge and targeted support to addresses gaps and effective inclusive pedagogy that maximises progress for vulnerable groups (link SDP P	- Leaders are confident in identifying the gaps in foundational knowledge and support teachers to use assessment tools effectively - Barrier tools are used to write clear SMART targets- Quality assured by leaders - Book monitoring - Audits and SDP progression - Learning walks



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	- Curriculum leaders are secure in their subject knowledge and know how, when and why things are taught
High-Quality adaptive teaching with a curriculum designed for all learners: To combine the SEND Hubs across the schools, meeting children's needs and securing good outcomes for children and develop a cross-federation approach to support for pupils with SEMH needs (link SDP P4)	- Leaders are effective in planning a Universal Design for learning which provides effective provision and good outcomes - Attendance, engagement and participation is high for all children regardless of need - Attendance and suspension figures improve - EHCP outcomes are met - Teaching is strong and monitored via learning walks and teacher drop ins - Assessment is strong and ownership is from teacher team- monitored via SLT
Strong partnerships with families and wider services: Parents and the local community will feel that they hold an equal equity when planning and accessing support for their children. Knowing who what and why within local support networks.	- Parent Voice - Pupil Voice - Attendance by parents - Attendance by local services - Less children being identified as SEND within both schools as needs are met - Documents that are co-produced and effective to support home and school - Continued development and attendance to whole family approaches such as Early Help, EBSA and IY

Review of the previous academic year

From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should 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.

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



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To support this, you 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.*