Inclusion Strategy – St Giles 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	2026-2027
Date this statement was published	Nov 2026
Date on which it will be reviewed	Nov 2027
Statement authorised by	Headteacher: Mark Pipe CoG: Mary Butcher/Elaine Hartland

Statement of intent

At St Giles CofE Primary School, we are committed to creating an inclusive learning environment where every child can achieve their full potential, regardless of their background, needs, or circumstances.

Our Vision for Inclusion

We recognise our statutory duty to publish an inclusion strategy that details how we intend to alleviate barriers to learning and participation. Our approach is built on the principle that inclusion is not a separate initiative but is embedded in everything we do – from our curriculum design and teaching practices to our culture, enrichment opportunities, and partnerships with families. Teachers use planning, formative and summative assessment well and understanding that quality first teaching enables the teaching to be tailored to the needs of all learners. Suitable adaptations and adjustments are made so that these pupils can fully access the curriculum. Staff have also been part of CPD which has supported their understanding of Ordinarily Available Provision. We support all our children through adapted teaching, same day support, tailored provision and talk regularly to both the children and their parents.

Our Commitment

We are dedicated to:

- **Setting high expectations** for all pupils, including those who are disadvantaged, have SEND, are known or were previously known to children's social care, or may face other barriers to learning or wellbeing
- **Early identification and intervention** through accurate assessment of pupils' needs and implementing a continuous cycle of planning, action, and review
- **Evidence-based practice** using research and data to inform our decisions and ensure the most effective support for our pupils
- **Collaborative working** with parents/carers, pupils, professionals, and staff to ensure that pupils' and parents'/carers' views and aspirations are central to decisions about support

Our Approach

Our inclusive offering is developed through action in 7 key areas:

1. Ambitious leadership and governance that embeds inclusion
2. Early intervention and evidence-based support
3. High-quality teaching and a curriculum designed for all
4. Accessible enrichment beyond the classroom
5. A safe and respectful culture fostering belonging, attendance and participation in learning
6. Strong partnerships with families and wider services
7. Inclusive environments with continuous improvements to accessibility

Our Use of Funding

This strategy explains how we plan to use our Inclusive Mainstream Fund (IMF) grant alongside our core budget and notional SEN budget to build a strong inclusive core offering. We will prioritise investments that have the greatest impact on removing barriers to learning and participation for our pupils.

Monitoring and Review

We will regularly monitor the progress of our targeted pupils and groups, measuring outcomes against clear success criteria. We will regularly evaluate how effective individual strategies are for our cohorts and update our approach as needed, recognising that strategies that have been effective in one year may not continue to be effective the next.

Our Commitment to Continuous Improvement

We are committed to working collaboratively with local schools and partners to share best practice and resources. Through ongoing professional development, reflection, and evaluation, we will continue to develop our inclusive practice to ensure that every child at St Giles C of E Primary School feels safe, supported, valued, and able to succeed.

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	**Social, emotional and mental health (SEMH) needs, including school avoidance** A growing number of pupils need support to regulate their emotions and engage in their learning. Without this support, pupils can show disengagement with learning, low-level disruption and anxiety-related absence.
2	**Cognition and learning** The school improvement plan highlights the need to embed the revised curriculum and ensure it is effectively adapted to support all pupils to attain and progress well from their starting points.
3	**Attendance for vulnerable groups** Persistent absence is higher among pupils with SEND and disadvantaged pupils than for the school as a whole, which can then affect their participation and engagement.
4	**Speech, language and communication needs (SLCN)** Pupils with delayed expressive language, gaps in vocabulary and reduced listening stamina find communication- heavy classroom tasks more difficult

Activity in this academic year

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)*
Inclusive environments with continuous improvements to accessibility Inclusive environments and accessibility: visual timetables and communication aids in every classroom, reduced visual clutter, Continue to develop the nurture room. Sensory equipment for classrooms: Evidence: DfE best-practice guidance and EEF (education Endowment Fund). Barriers 1, 2, 3,	Universal and targeted	£2500 £250 x 4 classrooms £1000 £500
High-quality adaptive teaching with curriculum designed for all learners Develop staff expertise in adapting teaching, scaffolding, explicit vocabulary instruction, modelling and supporting independence so that pupils with SEND and additional needs can access ambitious whole-class teaching. Literacy Gold intervention TA Training – Level 5 SEND TA course Evidence: EEF 'Special Educational Needs in Mainstream Schools' and the EEF	Universal	£3500 £2300 £600 Cost + cover £600

Teaching and Learning Toolkit. Barriers 1, 2		
Having a safe and respectful culture fostering belonging, attendance and participation Whole-school approach to emotional regulation, consistent regulation routines and shared language, a structured, supervised nurture room. Class environments ensure that resources are in place for emotional regulation. Safe Space pupil counselling Train one member of staff in Emotional Literacy Support Assistant. Evidence: EEF 'Improving Behaviour in Schools' and Mentally Healthy Schools targeted support. Barriers 1, 2, 3,4	Universal and targeted	£6000 £3000 £500 £2500- counselling Cost counted in high quality adaptive teaching
Evidence-based support prioritising early intervention Early language provision: Speech and Language assessments, structured intervention activities delivered by trained teaching assistants across EYFS (Early Years Foundation Stage) and KS1. Speech and language communication resources. Conferencing intervention which identifies and addresses foundational learning gaps. Bucket time training and resources. Evidence: Speech and Language UK and EEF oral language guidance. Barriers 4	Universal and targeted	£1500 £500 – NELI (Nuffield Early Language Intervention) speech and language program £500 £500

Strong partnerships with families and wider services, and ambitious leadership and governance through better data and early identification Family partnership and early identification of needs. Coffee mornings for parent/carers Information and transition sessions for families, embedding the graduated 'assess–plan–do–review' approach Evidence: DfE best-practice guidance; EEF graduated approach. Barriers 1, 2, 3, 4,	Universal and targeted	£1500 £500 £500-cover/resources £500- CPD
Total planned inclusion spend for 2026/27 (funded from the IMF allocation of £7464 and supplemented by the core budget and notional SEN budget up to circa £13,000)	£15,000	

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
Classroom environments and teaching practices are adapted to ensure pupils with language gaps can **fully understand instructions, communicate their ideas, and actively participate** in lessons.	Teachers structure communication tasks using visual prompts, sentence stems, or peer-modelling, resulting in the target pupils contributing to at least one verbal or collaborative task per lesson. All teachers consistently use **visual scaffolds** to support spoken instructions.

Aligned with principles of inclusion: inclusive environment, and high-quality adaptive teaching	**structured talk partners** and scaffolded sentence stems, resulting in increased oral participation from targeted pupils during learning walks.
Stronger, consistent adaptive teaching. Inclusive, adaptive practice is embedded in every classroom so that vulnerable pupils and those with SEND access the curriculum alongside their peers. Aligned with principles of inclusion: high-quality adaptive teaching, ambitious leadership and governance.	Learning walks and work scrutiny show adaptive strategies embedded in at least 90% of lessons observed. Data shows increase in attainment and progress with across the school.
The school provides a **nurturing environment** where pupils develop emotional resilience, feel safe, and can access targeted emotional support when needed. Aligned with principles of inclusion: a safe and respectful culture.	Targeted emotional interventions (e.g. ELSA, Safe Space, nurture groups) show measurable **positive progress in post-intervention data**. Pupils can identify at least **one trusted adult** in school they feel safe talking to about their worries.
All pupils, particularly those from vulnerable pupils feel safe, understood, and emotionally regulated, leading to a measurable reduction in anxiety-driven school avoidance. Aligned with principles of inclusion: a safe and respectful culture, strong partnership with families, parents, carers, and external health or support services.	95%+ attendance for identified vulnerable pupils over a term. Parents report feeling supported through regular, positive attendance communications. Identified pupils can independently utilise a designated safe space or "check-in" adult within the first 10 minutes of arrival. The attendance gap between vulnerable groups and their peers narrows by the end of the academic year.
All pupils, including vulnerable pupils independently access the curriculum through high-quality teaching, scaffolded resources, and adaptive learning strategies.	Lesson plans for target groups feature explicit scaffolding. Identified pupils make or exceed expected progress in core subjects.

Aligned with principles of inclusion: inclusive environment, and high-quality adaptive teaching Students receive earlier, appropriate and more effective provision (Conference Pairs) to support their maths enabling them to achieve better outcomes, reduce the gap in attainment with their peers, and engage and participate in learning. Aligned with principles of inclusion: inclusive environment, and high-quality adaptive teaching	Pupil voice confirms that vulnerable learners can explain what they are learning. The impact will be measured through: Assessment process understood by staff and families Maths assessment and intervention being delivered consistently. Work sampling shows improved presentation including handwriting and layout Pupil Voice Monitoring by SLT/SENCO in place
Pupils with Speech, language and communication needs actively participate in all classroom activities, peer interactions and play. Aligned with principles of inclusion: inclusive environment, evidence-based support and high-quality adaptive teaching	In-school data shows a year-on-year closing of the vocabulary gap between vulnerable pupils and national averages. Bucket time intervention for vulnerable pupils demonstrates a positive impact in speech, language and communication skills. Early years classroom demonstrates a communication-rich environment.
Pupils with sensory and regulation needs are equipped with the **tools and environment required to co-regulate**, reducing barriers to engagement during whole-class teaching. Aligned with principles of inclusion: inclusive environment, a safe and respectful culture and high-quality adaptive teaching	Every classroom features designated safe spaces such as 'calm corners' or opportunities to reset. Sensory diets and movement breaks are **scheduled and delivered** as and when needed. Sensory tools such as fidgets are **discreetly available** and used correctly by pupils without disrupting peers. Staff use consistent reminders and strategies in line with the school's behaviour policy, leading to a reduction in negative behaviours.
Early identification and a continued strong partnership with families. Needs are identified and met early, without reliance on statutory processes.	A high proportion of needs are continued to be met through the universal and targeted offer; families report positive experiences of support and transition at review points.

Aligned with principles of inclusion: ambitious leadership and governance, a safe and respectful culture and strong partnerships.	Opportunities such as coffee mornings, parent meetings and discussions with staff highlight strong partnership with families.

Review of the previous academic year

This is the first year of our inclusion strategy (2026/27), hence there is no previous year's strategy to review. We have instead used the 2025/26 academic year to establish a clear baseline against which we will measure the impact of our approaches. From 2027/28 onwards, this section will critically evaluate the progress made against our intended outcomes, including the impact on pupils' engagement, participation, attendance, sense of belonging and attainment, with particular reference to children with additional needs and SEND and explain how that evaluation has shaped the following year's strategy.

To establish our baseline for 2026/27, we have drawn on:

- 2025/26 end-of-key-stage outcomes, the Year 1 phonics screening check and EYFS data (noting that some cohorts experienced earlier disruption linked to Covid-19, which affected pupils differently).
- Internal summative and formative assessments, including standardised reading and language measures.
- Attendance, behaviour and engagement data, school improvement plan, learning walks and pupil and family voice used to assess wider barriers to inclusion and the early identification of need.