Inclusion Strategy

Inclusion Strategy – Broughton 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 2027-2028
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Claire Shortt

Statement of intent

"A Happy School, A Brighter Future"
At Broughton Primary School, we are proud to be an inclusive school where every child is valued and their individuality celebrated. Our motto, "A Happy School, A Brighter Future", reflects our belief that children learn best when they feel happy, safe, respected and supported. We are committed to giving every child the opportunity to develop their potential through a broad, balanced and ambitious curriculum, with high expectations for all.

Our ultimate aim is to create a school where every child belongs, participates and achieves. We recognise that children have different strengths, experiences and needs and that some may face barriers to learning, including communication and language difficulties, cognition and learning needs, social, emotional and mental health needs, sensory or physical needs, EAL, attendance difficulties and challenges arising from family circumstances.

Our approach to inclusion
Our inclusion strategy focuses on identifying and removing barriers as early as possible. We believe high-quality teaching is the foundation of inclusion and that every child should receive appropriate teaching and support to succeed.

Our graduated approach ensures that support is matched to individual needs:

- ***Quality First Teaching:*** *All pupils access high-quality, adaptive teaching, with differentiated activities, resources and small-group support where appropriate.*

- ***Additional SEN Support:*** *Children requiring support beyond the usual classroom provision receive targeted interventions, individualised approaches and carefully monitored support through the assess, plan, do, review process.*

- ***EHCP Support:*** *Where needs are more complex, we work with families, the Local Authority and external professionals to secure appropriate assessment, provision and ongoing review.*

Our whole-school provision map helps us identify vulnerable learners, plan interventions, monitor progress, evaluate effectiveness and ensure resources are used appropriately.

The seven principles of inclusion

Our strategy is guided by seven principles:
1. ***Belonging:*** *Every child feels welcomed, valued and part of our school community.*
2. ***High expectations:*** *We believe every child can achieve and provide the support needed to fulfil their potential.*
3. ***Participation:*** *We remove barriers so all pupils can access learning and wider school opportunities.*
4. ***Early identification:*** *We use assessment, observations, progress information and parental concerns to identify needs promptly.*
5. ***Pupil voice:*** *We listen to children and involve them in setting targets and reviewing their progress.*
6. ***Partnership:*** *We work closely with parents, carers, staff, governors and external professionals to provide the best possible support.*
7. ***Continuous improvement:*** *We monitor teaching, interventions, pupil progress and provision to ensure our support makes a positive difference.*

Working together

We acknowledge that looked-after and previously looked-after children may have experienced disruption, loss or trauma and may require additional support to achieve positive educational outcomes. We work closely with Virtual School Heads, social workers, carers, families and other professionals to ensure their needs are understood, their progress is monitored and appropriate support is provided. We use Personal Education Plans (PEPs) to support and review their educational progress and help ensure they feel safe, included and able to achieve.

We recognise that successful inclusion depends on strong relationships. Parents and carers are involved in identifying needs, planning support and reviewing progress. We value their knowledge and views and work alongside external agencies and professionals to ensure children receive appropriate help.

At Broughton Primary School, inclusion is everyone's responsibility. By working together, celebrating individuality and removing barriers to learning, we aim to ensure every child, including those with additional needs and those who are looked after or previously looked after, feels happy, supported and able to succeed.

A Happy School, A Brighter Future – where every child matters and every child can thrive.

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	Communication and Language: An increasing number of children enter Reception with delayed speech, language and communication skills. Many require additional SALT support to develop vocabulary, understanding, listening and expressive language.
2	SEND – Communication and Interaction: A number of pupils present with communication and interaction needs, including difficulties with social communication, understanding instructions, turn-taking and developing relationships. Some require further assessment to identify underlying needs.
3	Social and Emotional Development: Some children enter school with delayed social and emotional skills. Difficulties with emotional regulation, managing relationships, sharing, taking turns and coping with change can impact on readiness to learn.
4	School Readiness and Independence: A number of children start Reception without the expected levels of independence. This includes toileting, dressing, managing belongings, following routines and developing self-care skills. Some require significant adult support to develop these foundations.
5	Attainment Gap and Complexity of SEND: An attainment gap exists between SEND pupil and the main class. Pupils have a range of additional and complex needs, including cognition and learning, communication and interaction, sensory and physical, and SEMH, requiring personalised support and specialist intervention to enable progress and achievement.
6	Early Identification: Some children enter school with previously unidentified developmental needs and limited access to early years provision. This can make it challenging to establish individual starting points and identify whether difficulties relate to developmental delay or underlying SEND.
7	Family Circumstances and Parental Support: Family circumstances and differing levels of parental engagement can impact on children's attendance, development, independence and readiness for learning. Some families require additional support for learning and developmental skills at home.

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)*
CPD – National College subscription, NPQSENCO, Lego therapy training, NELI, de-escalation training *(barriers 1,2 and 3)*	Targeted/ Universal	£2,090
Educational Psychology Service *(barriers 5 and 6)*	Targeted	£2,600
Outreach services – Maplefields, Rowan Gate, Behaviour Mentor *(barriers 1,2,3,4 and 6)*	Targeted	Universal
SEMH Lead (barrier 3)	Targeted	*TA Salary
Subscriptions - Dyslexia, dyscalculia and processing speed, Edu-Key Provision Map *(barrier 5 and 6)*	Targeted	£1306
Targeted interventions for communication -NELI, Phonics, SALT programmes, English Hub support *(barrier 1 and 5)*	Targeted	*TA Salary
Targeted interventions for Fine Motor – Handwriting, OT programmes *(barrier 4)*	Targeted	*TA Salary
Daily support in class *(barrier 5)*	Universal	*TA Salary
Targeted interventions for Maths -Number sense fluency, Maths Hub support *(barrier 5)*	Targeted	*TA Salary
Precision teaching *(barrier 5)*	Targeted	*TA Salary
Pastoral, social and emotional support – Lego therapy, time to talk, MHST teams, emotion coaching, NHFT services *(barrier 3 and 7)*	Targeted	*TA Salary
Targeted Pupil Support - targeted group work *(barrier 5)*	Targeted	*TA Salary
Alternative provisions – Seeds of change *(barrier 3 and 4)*	Targeted	Additional funding from CARE panel
RISE – EYFS *(all barriers)*	Universal	Universal

Life skills - Residentials, sports events, Forest school, MFL, swimming, Music *(barrier 3 and 4)*	Universal	Sports Funding & Pupil Premium funding.
*Inclusive Mainstream funds= £11,530 Targeted support = £5,996 Remainder of £5,536 supports Teaching Assistant salaries		

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
Children develop stronger speech, language and communication skills, enabling them to express themselves, understand others and access learning confidently.	• Children demonstrate improved vocabulary, listening, understanding and expressive language. • Children communicate more confidently with adults and peers. • SALT recommendations and targeted interventions are implemented effectively. • Assessments and observations show measurable progress in communication skills. • Children are better able to access phonics, reading, writing and the wider curriculum. • Progress will be assessed through NELI assessments at least 2 times per year.
Pupils with SEND receive early identification, appropriate assessment and tailored support to make progress and participate fully in school life.	• Information from families, previous settings and professionals is gathered promptly. • Baseline assessments and observations establish children's individual starting points. • Concerns are identified, recorded and discussed with parents and carers at an early stage. • Appropriate assessments, interventions and referrals are made when needed. • Support is reviewed regularly to evaluate progress and identify any further needs. • Pupil voice will show that the majority of pupils with SEND feel included, supported and able to participate in school life.
Children develop emotional resilience, confidence, positive relationships and the ability to regulate their emotions.	• Children increasingly recognise, understand and communicate their emotions. • Pupils develop strategies to manage feelings and cope with change. • Children demonstrate improved sharing, turn-taking and relationship skills. • Pupils show increased confidence, resilience and engagement in learning. • Pastoral support and interventions demonstrate positive impact through observations, pupil voice and behaviour records. • By the end of the academic year the majority of pupils receiving targeted SEMH support will make measurable progress towards their individual targets. • Behaviour records on track -it lights will show a reduction in incidents linked to emotional regulation by the end of the school year.
Children develop age-appropriate independence, self-care and social skills, enabling them to feel	• Children demonstrate increased independence with toileting, dressing, eating and managing belongings. • Pupils follow familiar routines and instructions with reduced adult support. • Children develop confidence in self-care and everyday tasks. • Children participate more independently in classroom activities and social situations.

confident, settled and ready to learn.	• Baseline and ongoing assessments demonstrate progress in independence and school readiness. • Baseline and end-of-year assessments will demonstrate measurable progress in school readiness and independence.
All pupils, including those with complex and additional needs, access an ambitious, broad and balanced curriculum and achieve their individual potential.	• Individual needs are accurately assessed, and provision is matched to those needs. • Personalised support, reasonable adjustments and specialist interventions are implemented effectively. • Provision is regularly reviewed through the Assess-Plan-Do-Review process. • Pupils make progress towards individual outcomes from their starting points. • Staff feel confident in supporting pupils with a range of needs. • Parents, carers and external professionals contribute to planning and reviewing support. • The majority of pupils with additional needs will demonstrate progress towards their individual learning outcomes.
Needs are identified as early as possible through effective assessment, monitoring and partnership working, ensuring timely and appropriate intervention.	• Information from families, previous settings and professionals is gathered promptly. • Baseline assessments and observations establish children's individual starting points. • Concerns are identified, recorded and discussed with parents and carers at an early stage. • Appropriate assessments, interventions and referrals are made when needed. • Support is reviewed regularly to evaluate progress and identify any further needs. • 100% of children entering Reception will have baseline information gathered within 3 weeks of starting school. • The whole-school provision map will be reviewed termly to evaluate support, identify emerging needs and monitor impact.
Parents and carers feel supported, listened to and actively involved in their child's learning and development, strengthening the partnership between home and school.	• Parents and carers are regularly informed about their child's progress and needs. • Families are offered practical advice and support to reinforce learning, communication and independence at home. • Parents are encouraged to share concerns and contribute to decisions about support. • Positive relationships between home and school are developed and maintained. • Attendance and engagement are monitored, with early support offered to families where barriers arise. • 100% of parents and carers of pupils with identified additional needs will be offered opportunities to contribute to support planning and reviews.