Inclusion Strategy – Longnor CE 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	2026-27
Date this statement was published	October 26
Date on which it will be reviewed	September 27
Statement authorised by	Lisa Edgerton

Statement of intent

At Longnor Primary School, we are committed to creating a school community where every child is welcomed, valued, respected and enabled to achieve their full potential. We believe that inclusion is a fundamental right and that every pupil, regardless of need, background, ability, identity or circumstance, should experience a sense of belonging, participation and success within our school. We believe every child has the right to a high-quality education and will work to remove barriers so all pupils can participate fully in school life.

Our inclusive practice is underpinned by the seven principles of inclusion:

- ambitious leadership and governance that embeds inclusion
- evidence-based support prioritising early intervention
- high quality adaptive teaching with curriculum designed for all learners
- enriching provision beyond the classroom that all children can access
- a safe and respectful culture fostering belonging, attendance, and participation in learning
- strong partnerships with families and wider services
- inclusive environments with continuous improvements to accessibility

Our Commitment

Inclusion is at the heart of everything we do. We are dedicated to building a school where differences are celebrated, diversity is embraced and every child is empowered to learn, participate and succeed. Through our values, policies and daily practice, we will continue to develop an inclusive culture that ensures all members of our school community feel welcomed, respected and able to achieve their very best.

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	**Speech, Language and Communication** Difficulties understanding and processing spoken language and instructions. Difficulties with speech sound production. Challenges expressing thoughts, ideas, needs and feelings effectively. Limited social communication skills and difficulty interpreting social cues. Difficulties initiating and maintaining friendships and collaborative learning. Sensory sensitivities that impact concentration, engagement and emotional regulation Heightened anxiety associated with changes to routines, transitions and unfamiliar situations. Difficulty understanding abstract language, inference, humour and figurative language.
2	**Cognition and Learning** Difficulties acquiring and retaining new knowledge and skills. Slower rates of learning and processing information. Challenges with literacy, numeracy and memory skills. Difficulties organising, planning and completing independent tasks. Challenges transferring learning between different contexts. Difficulties understanding and following multi-step instructions.

3	**Social, Emotional and Mental Health (SEMH)** Difficulties managing emotions and responding appropriately to challenges. Low self-esteem, anxiety or poor resilience. Difficulty forming and maintaining positive relationships. Impulsive behaviour affecting learning and safety. Limited engagement due to emotional distress or mental health concerns. Challenges with attention, concentration and self-regulation. School attendance difficulties or avoidance of learning tasks.
4	**Sensory and/or Physical Needs** Difficulty accessing learning materials, information and the physical environment. Barriers to mobility, independence and participation in school activities. Difficulties with fine or gross motor skills affecting recording and practical tasks. Reduced access to visual information. Increased reliance on specialist equipment, technology or adult support. Sensory processing difficulties affecting concentration and regulation. Challenges participating in extracurricular activities, educational visits and social opportunities.

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)*
Use of Widgit to support learners with their executive functioning needs, as emotional regulation tool and to support speech and language development.	Targeted & Universal	£116.67
ELSA support 1 day per week	Targeted	£3,900
Educational Psychology service to support individual children	Targeted	£945
Classroom based TA support and intervention activities hrs per week	Universal	£25,168
SENDCo time to support pupils on SEND register, teachers, TAs & parents	Targeted	£11,515
SEND sporting events	Targeted	£150
	Total	£41,794.67

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
Use of Widgit to Support Learners Through Visual Prompts • Pupils with communication, interaction and cognition needs access learning more independently. • Improved understanding of instructions, routines and learning expectations. • Reduced cognitive load and anxiety within learning activities.	• Visual supports are routinely embedded within classrooms and interventions. • Identified pupils demonstrate increased independence when completing tasks. Reduction in adult prompting required for targeted pupils. • Teacher observations show increased engagement and participation. • Pupil voice indicates visual resources help understanding and confidence.
ELSA Support (1 Day Per Week) • Pupils develop emotional awareness, coping strategies and resilience. • Improved engagement with learning and school life. • Reduced barriers linked to social, emotional and mental health needs.	• Identified pupils achieve outcomes identified within their Pupil Support Plans. (PSP) • Pre- and post-intervention measures demonstrate improvements in emotional wellbeing. • Increased attendance and engagement for supported pupils. • Pupil voice demonstrates improved confidence in managing emotions and relationships. • Teachers report positive changes in classroom participation and self-regulation.
Educational Psychologist Support: 1 pupil per year • Educational Psychologist support is accessed to provide specialist assessment, advice and recommendations for a pupil with the most significant or complex SEND needs each year	• Educational Psychologist assessments and recommendations are received and shared with relevant staff and parents. • Recommendations are incorporated into the pupil's support plan, provision map or EHCP documentation where appropriate. • Staff implement agreed strategies and adaptations within the classroom and wider school environment. • Parents report increased understanding of their child's needs and next steps for support. • Progress towards identified outcomes is reviewed following Educational Psychologist involvement.

	• Evidence demonstrates that Educational Psychologist advice informs provision, intervention planning and decision-making. • The pupil shows improved access to learning, participation and/or progress following implementation of recommendations.
Classroom based TA support and intervention activities • Pupils access learning successfully within the classroom. • Pupils develop greater independence. • Targeted interventions close identified learning gaps. • Pupils participate fully in all aspects of school life. • Social, emotional and behavioural needs are supported effectively. • TA support enhances high-quality teaching. • Parents and staff work together to support pupil outcomes.	• Pupils make expected progress and engage in lessons alongside their peers. • Reduced reliance on adult support and increased completion of tasks independently. • Intervention assessments show measurable progress against individual targets. • Increased engagement in classroom activities, group work and wider school experiences. • Improved self-regulation, reduced incidents of dysregulation and increased engagement in learning. • Support is linked to lesson objectives and promotes independence rather than dependency. • Provision is reviewed regularly and parents are informed of progress and next steps.
SENDCo time to support pupils on SEND register, teachers, TAs & parents • Pupils on the SEND register receive timely and effective support to meet their individual needs. • Teachers are supported to deliver high-quality inclusive teaching for pupils with SEND. • Teaching Assistants are equipped with the knowledge and skills to implement effective SEND provision.	• SEND provision is reviewed regularly and matched to pupils' identified needs. • Teachers demonstrate confidence in adapting learning and implementing SEND strategies. • TAs receive regular guidance and support to deliver interventions and classroom provision effectively. • Parents attend review meetings and report feeling informed and involved in decision-making. • Assess, Plan, Do, Review cycles are completed consistently and inform next steps.

• Parents and carers are actively involved in supporting their child's learning and development. • SEND needs are identified, monitored and reviewed effectively. • Pupils with SEND make good progress towards their individual outcomes. • Communication between school, families and external agencies is coordinated and effective. • New families where their child(ren) have been identified as needing SEND support are offered a meeting with SENCO, class teacher and head teacher within the first 3 weeks of them starting school.	• Pupils make expected or better progress towards individual SEND targets and outcomes. • Referrals, assessments and external agency recommendations are acted upon in a timely manner. • Positive relationships are evident between pupils, families and staff • New Parents report that they feel welcomed, listened to and informed about the school's SEND provision and processes. • Key information from families and previous settings is gathered and used to inform provision planning. • Pupils' needs are identified promptly and appropriate provision is put in place without delay which is agreed and shared with parents. • Early parent feedback indicates confidence in the school's ability to meet their child's needs.

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.

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.*