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Jeremiah 29:11

Inclusion Strategy 2026 - 2029

St Chad's C of E Primary School Inclusion Strategy	
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St Chad's Approach to Inclusion

At St Chad's, inclusion is rooted in our Christian vision. We believe every child is uniquely created and loved by God and should be enabled to thrive academically, socially, emotionally and spiritually.
St Chad's is a welcoming and inclusive Church of England primary school serving the Winsford community. Our inclusion strategy reflects the DfE Inclusive Mainstream Fund guidance and our commitment to removing barriers to learning and participation.
Inclusion means belonging, participation, achievement, and wellbeing for every child. It extends beyond SEND and includes disadvantaged pupils, those experiencing attendance challenges, pupils with social and emotional needs, and those facing temporary barriers.
Our approach to inclusion is underpinned by our values which are:



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Intent

At St Chad's Church of England Primary School, inclusion is not just an ambition; it is a culture that underpins everything we do. Guided by our vision, "A Future with Hope" (Jeremiah 29:11), we are determined not only to meet the educational needs of all pupils, but to ensure that every child is able to flourish academically, socially, emotionally, and spiritually. We want our children to develop high aspirations, persevere when challenges arise, and show compassion and kindness to themselves and others.

We recognise that children's starting points, experiences and needs differ. Some pupils face barriers to learning and participation which may place them at a disadvantage. Our commitment is to identify these barriers early and provide the support and opportunities needed for every child to succeed.

Our definition of disadvantage can be found below:

At St Chad's, we define disadvantaged pupils as children who experience circumstances, barriers or conditions that may reduce their opportunities to access learning, participate fully in school life, or achieve their potential, through factors beyond their control.

Guided by the SEND Code of Practice, the Equality Act and our Christian values, we identify needs early and respond with care, precision and high expectations. However, inclusion at St Chad's extends beyond statutory frameworks; it is reflected in our daily practice through adaptive teaching, strong relationships, ambitious expectations and a deep commitment to ensuring that every child feels valued, respected and that they belong.

Our curriculum is unapologetically ambitious for every child. We do not lower expectations when challenges arise. Instead, we strengthen support, adapt provision and remove barriers so that all children can access a rich and inspiring curriculum and experience success.

Our approach to inclusion is underpinned by three key aims, which reflect both our Christian vision and our commitment to preparing children for the future. Our inclusion offer:

- Develops independence
- Encourages resilience
- Empowers confidence

We believe these qualities enable children to manage increasing responsibility, overcome challenges, make positive choices, and prepare successfully for the next stage of their education and life beyond primary school.

The inclusion offer at St Chad's is rooted in our vision of "A Future with Hope", meaning that it is not limited solely to children with Special Educational Needs and Disabilities (SEND). Rather, our inclusion offer is for all children at St Chad's Church of England Primary School. We recognise that inclusive practice is vital for some, but valuable for all, ensuring that every child feels known, nurtured, supported and able to thrive within our school community.

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Vital for some, valuable for all drives all our approaches to teaching and learning. Through strong relationships, responsive teaching and a culture of acceptance, dignity and respect, we ensure that every child can flourish, fulfil their potential and develop a genuine sense of hope for the future.

We recognise that some children require additional support to access learning successfully within a mainstream classroom. To support this, St Chad's operates a Nurture Group provision, which runs each morning for children who find the classroom environment challenging at certain times of the day. The provision offers a calm, structured and supportive environment where pupils can develop the social, emotional and self-regulation skills needed to access learning more successfully.

Our Nurture Group is a small group provision led by two highly skilled Teaching Assistants with specialist knowledge and experience in supporting children with additional emotional, social and behavioural needs. Through carefully planned activities, targeted interventions and nurturing relationships, children are supported to develop confidence, resilience and independence before transitioning successfully back into their mainstream classroom environment.

The purpose of the Nurture Group is not to provide an alternative to mainstream education, but rather to strengthen children's ability to engage successfully within it. By providing additional support at key points in the school day, we help children overcome barriers to learning, improve self-regulation and develop positive relationships with others.

Alongside our Nurture Group provision, children are supported through high-quality adaptive teaching, targeted interventions, pastoral support and close partnership working with families and external agencies where appropriate. We are committed to ensuring that support is matched carefully to each child's individual needs whilst maintaining a culture of high expectations and inclusion for all.

More information about our SEND provision, pastoral support and inclusive practice can be found on the school's website. Through these approaches, we strive to ensure that every child at St Chad's experiences a truly inclusive education where they can develop independence, resilience and confidence, knowing that they are supported to achieve their very best.

Cohort Needs Analysis
At St Chad's CE Primary School, analysis of SEND data enables us to identify the most commonly occurring and predictable needs within our cohort. From Year 1 to Year 6, 49 children are currently identified on the SEND Register. In addition, 10 pupils have an Education, Health and Care Plan (EHCP) and a further number of pupils are currently undergoing assessment pathways for neurodevelopmental needs.

Key Area of Need	Number of Children
Communication and Interaction	22
Cognition and Learning	7
Social, Emotional and Mental Health	19
Sensory and/or Physical Needs	1

There is a significant prevalence of neurodivergent needs across the cohort, including pupils with diagnosed or emerging Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD), as outlined below:

Diagnosis / Pathway	Number of Children
Autism Spectrum Disorder (diagnosed)	5
Autism assessment pathway	12
ADHD (diagnosed)	6
ADHD assessment pathway	11

The analysis demonstrates that the most commonly occurring needs across the school relate to Social, Emotional and Mental Health (SEMH) and Communication and Interaction. The register also highlights a significant number of pupils with emerging neurodivergent profiles, particularly ASD and ADHD. This information will inform whole-school inclusion planning, staff training priorities, targeted interventions and resource deployment.

Barriers to Learning

Transition and Transfer

For many pupils with SEND at St Chad's CE Primary School, transition and transfer can present a significant barrier to learning and wellbeing. Change can be particularly challenging for children and young people who experience difficulties with communication, social understanding, emotional regulation, anxiety, or executive functioning. Previous experiences may also affect a pupil's ability to understand and manage new situations, routines, expectations, and relationships. As a result, periods of change can increase anxiety levels, reduce engagement with learning, and impact attendance, behaviour, confidence, and emotional wellbeing.

At St Chad's, we recognise that transitions occur frequently throughout a child's school experience and are not limited to moving between year groups or schools. Transitions may include moving from one activity to another within a lesson, changing between structured and unstructured times, moving around the school environment, adapting to changes in staffing, preparing for special events, and returning after weekends or holidays. Significant life events, such as bereavement, family changes, the birth of a sibling, or the onset of puberty, can also affect a pupil's ability to cope with change and engage fully in school life.

We understand that successful transitions require careful planning, effective communication, and personalised support. By anticipating periods of change and implementing appropriate strategies, we aim to reduce anxiety, increase predictability, and develop pupils' resilience and independence, ensuring that all learners can access education confidently and successfully.

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Social, Emotional and Mental Health (SEMH)

Social, Emotional and Mental Health (SEMH) needs can present a significant barrier to learning for some pupils at St Chad's CE Primary School. Children with SEMH needs may experience difficulties in managing their emotions, building and maintaining relationships, coping with stress and change, regulating their behaviour, and developing resilience. These challenges can affect their ability to engage successfully in learning, participate in school life, and achieve their full potential.

Pupils experiencing SEMH difficulties may display a range of behaviours and responses, including anxiety, low self-esteem, withdrawal, emotional dysregulation, avoidance of learning, difficulties forming friendships, poor attendance, or behaviours that challenge. These difficulties may arise from a variety of factors, including adverse childhood experiences, trauma, attachment difficulties, family circumstances, bereavement, bullying, unmet needs, or underlying mental health conditions. For some pupils, these challenges can make it difficult to feel safe, secure, and ready to learn within the school environment.

At St Chad's, we recognise that behaviour is a form of communication and that all pupils benefit from nurturing relationships, predictable routines, and a culture of belonging. We are committed to creating a supportive and inclusive environment where pupils' emotional wellbeing is prioritised alongside their academic achievement. Through early identification, targeted interventions, pastoral support, and strong partnerships with families and external agencies, we aim to remove barriers associated with SEMH needs and enable pupils to develop the confidence, resilience, and self-regulation skills necessary for success both in school and beyond.

Communication and Interaction

Communication and interaction needs can present a significant barrier to learning for some pupils at St Chad's CE Primary School. Effective communication is fundamental to all aspects of learning, social development, and emotional wellbeing. Pupils with communication and interaction needs may experience difficulties understanding language, expressing their thoughts and feelings, interpreting social cues, engaging in conversations, following instructions, or developing and maintaining positive relationships with others. These challenges can impact their ability to access the curriculum, participate fully in classroom activities, and develop confidence as learners.

Children with communication and interaction needs, including those with Speech, Language and Communication Needs (SLCN) and Autism Spectrum Condition (ASC), may find it difficult to process verbal information, understand abstract language, cope with social expectations, or adapt to changes in routine and environment. Difficulties with communication can sometimes lead to frustration, anxiety, social isolation, reduced self-esteem, and behaviours that may be misunderstood. As a result, pupils may struggle to demonstrate their knowledge and abilities despite having the potential to achieve alongside their peers.

At St Chad's, we recognise that communication is at the heart of learning and that every child has the right to be understood and to express themselves effectively. We are committed to creating a communication-friendly environment where pupils are supported to develop their speech, language, communication, and social interaction skills. Through high-quality teaching, adaptive classroom practice, visual supports, structured interventions, staff training, and strong partnerships with families and external professionals, we aim to remove

communication barriers and enable all pupils to participate confidently in school life and achieve their full potential.

Attendance and Punctuality

Attendance and punctuality can present a significant barrier to learning for some pupils at St Chad's CE Primary School. Regular attendance is essential for children to access high-quality teaching, develop positive relationships, build confidence, and make sustained progress across the curriculum. Frequent absence, persistent absence, or poor punctuality can result in pupils missing key learning opportunities, disrupting the continuity of their education and creating gaps in their knowledge and understanding.

For some pupils, barriers to attendance and punctuality may be linked to SEND, social, emotional and mental health needs, anxiety, medical conditions, family circumstances, adverse childhood experiences, or difficulties with routines and transitions. Pupils who arrive late may miss important opportunities to settle into the school day, participate in morning learning activities, and engage positively with peers and staff. Over time, this can affect academic achievement, wellbeing, confidence, social development, and a sense of belonging within the school community.

At St Chad's, we recognise that attendance is everyone's responsibility and that a supportive, relational approach is essential in understanding and addressing the barriers that may prevent pupils from attending school regularly and on time. We are committed to working in partnership with families, pupils, and external agencies to identify concerns early, provide appropriate support, and promote a culture in which every child feels safe, valued, and motivated to attend school. Through effective monitoring, early intervention, strong communication, and personalised support where needed, we aim to remove barriers to attendance and ensure that all pupils can fully access the opportunities available to them.

Safeguarding and Welfare

Safeguarding and welfare can present significant barriers to learning for some pupils at St Chad's CE Primary School. Children who experience safeguarding concerns or welfare difficulties may find it challenging to feel safe, secure, and ready to learn. Factors such as neglect, domestic abuse, family instability, trauma, bereavement, parental mental health difficulties, substance misuse, poverty, online safety concerns, or emotional distress can have a profound impact on a child's ability to engage successfully with school life and achieve their potential.

Pupils affected by safeguarding or welfare concerns may present in different ways. Some may become withdrawn, anxious, tired, or lacking confidence, whilst others may display behaviours that indicate unmet emotional needs. These experiences can affect attendance, concentration, emotional regulation, relationships with peers and adults, and overall wellbeing. For some children, school provides a vital source of stability, support, and trusted relationships that help them feel valued and protected.

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At St Chad's, we recognise that children can only achieve their best when they feel safe, cared for, and emotionally secure. Safeguarding is everyone's responsibility, and we are committed to maintaining a culture of vigilance where pupils' welfare is at the centre of all we do. Through effective safeguarding procedures, strong pastoral support, trusted relationships, early intervention, and close partnership working with families and external agencies, we aim to identify concerns promptly and provide the support necessary for pupils to thrive. By prioritising children's safety, wellbeing, and emotional health, we seek to remove barriers to learning and ensure that every child can access education, develop resilience, and reach their full potential.

Inclusion and Strategy Funding

At St Chad's Church of England Primary School, our approach to inclusion is funded through a combination of core school funding, including the notional Special Educational Needs and Disabilities (SEND) budget, together with additional funding received for pupils with identified SEND needs where applicable. These resources are used strategically to ensure that pupils with additional needs can access, participate in and succeed within our ambitious curriculum.

Our notional SEND budget is allocated to support a wide range of inclusive practices, ensuring that barriers to learning and participation are identified and addressed at the earliest opportunity. This includes investment in:

- The deployment of teaching assistants to support access to learning and promote independence within mainstream classrooms.
- A dedicated Nurture Group provision, staffed by two highly skilled Teaching Assistants with specialist knowledge, supporting children who find the classroom environment challenging and require additional social, emotional or behavioural support.
- Delivery of evidence-informed interventions designed to address identified learning, communication and emotional wellbeing needs.
- Staff training, coaching and professional development to strengthen inclusive practice and adaptive teaching across the school.
- Purchase of resources, intervention programmes and adaptive equipment to reduce barriers to learning and improve access to the curriculum.
- Pastoral support and early intervention approaches that promote attendance, engagement, wellbeing and positive relationships.
- Enhanced transition support for vulnerable pupils at key points throughout their educational journey.

A significant proportion of funding is directed towards staffing, recognising that high-quality support, delivered by skilled professionals, has the greatest impact on pupil outcomes. Funding decisions are made to ensure that support develops independence and resilience rather than creating dependency, enabling pupils to become increasingly confident learners.

As a relatively small primary school serving the Winsford community, we carefully monitor changes within our cohort and remain responsive to emerging needs. The level and type of support provided are reviewed regularly to ensure that resources continue to meet the needs of pupils effectively and sustainably.

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Decisions regarding the allocation of funding are informed by a robust analysis of school and pupil-level information, including:

- Assessment and attainment data
- SEND profiles and provision reviews
- Attendance and punctuality information
- Behaviour and wellbeing indicators
- Pupil voice and parent feedback
- Advice from external professionals and agencies

Notional SEND Budget Allocation 2026/2027	Additional expected top-up funding from Cheshire West and Chester	Total funding
£148,535	£91,688	£240,223

This ensures that resources are directed towards approaches that are evidence-informed and most likely to improve outcomes, remove barriers to participation and enable every child to thrive.

Through careful stewardship of funding and resources, St Chad's seeks to build a truly inclusive culture where support is available when needed, early intervention is prioritised and all children are empowered to achieve their full potential. Our approach reflects our belief that inclusion is vital for some, but valuable for all, ensuring every child experiences a genuine sense of belonging, success and hope for the future.

The Seven Areas of Inclusion

At St Chad's Church of England Primary School, our inclusive approach is aligned with the Seven Principles of Inclusion identified within the Department for Education's Inclusive Mainstream Fund guidance. These principles guide our strategic planning and decision-making, ensuring that our provision is coherent, evidence-informed and responsive to the needs of our school community. They support our commitment to ensuring that every child can access, participate in and thrive within our ambitious curriculum and wider school life.

Area of Inclusion	Current Practice	Strategic Development Priorities
Ambitious Leadership and Governance	Inclusion is central to school improvement planning and is led by the Headteacher and SENCo. Regular monitoring, including book looks,	1. Develop governor knowledge to provide effective challenge and support regarding outcomes for all groups of learners.

	learning walks, lesson observations, data analysis, peer observation and pupil voice, demonstrates that our inclusive practice is strong and forward thinking. Our Governors hold school accountable for the progress of all learners, particularly those who require further support to access the curriculum. This emphasis placed by the leadership team ensures effective provision.	2. Support Middle leaders to understand their role in promoting inclusion within their subjects and phases. 3. Drive continuous improvement in outcomes, participation and belonging for every pupil.
Early Intervention and Evidence-Based support	Needs are identified early through ongoing assessment. In our Early Years environment, evidence-informed approaches are implemented by all members of staff to ensure that monitoring cycles begin for children demonstrating signs of requiring additional support. This is similar across school, where a graduate response to ensure that children receive the support they need early. The Leadership Team ensures that all interventions provided in school are evidence-based and of high quality. For example, our Wellcomm assessments in Early Years provide further speech and language support for our children who have been identified as needing support in this key area.	4. Strengthen early identification of need for new children who start in school, particularly with our growing cohort. 5.Continue to strengthen staff knowledge and competence with all key areas of need, with particular focus on staff new to the school. 6.Continue to develop both whole school and nurture provision for emerging SEMH needs.
High-Quality Teaching and Curriculum	High-quality teaching is the foundation of our inclusive approach. Teachers use	7. Ensure adaptive teaching strategies are consistently implemented

	evidence-informed strategies, including explicit instruction, adaptive teaching, effective modelling, retrieval practice and responsive assessment, to ensure all pupils can access and succeed within the ambitious curriculum. Curriculum partnerships with White Rose Maths, The Literacy Company, Floppy's Phonics, Kapow Geography and 1Decision PSHE provide well-sequenced and inclusive learning experiences. Through careful planning, high expectations and appropriate scaffolding, barriers to learning are identified and addressed, enabling all pupils to achieve their full potential.	across all subjects so that every pupil can access and succeed within the ambitious curriculum. 8. Establish consistently high quality, inclusive teaching in every classroom. 9. Remove barriers to learning and participation so that all pupils can flourish academically and personally.
Enrichment and Wider Opportunities	Pupils are provided with opportunities beyond the classroom to support personal development, including trips, clubs and wider curriculum experiences. There are varying degrees of challenge in the Residential Trips available, including extended day trips, over-night stays and 2-night stays.	10. Ensure all pupils can participate in a wide range of enriching experiences regardless of background or need. 11. Use enrichment experiences to build confidence, resilience and life skills. 12. Provide rich experiences that inspire curiosity, creativity and ambition. 13. Raise aspirations by exposing pupils to a diverse range of experiences, people and possibilities.
Culture, belonging and attendance	A strong culture of inclusion promotes respect, belonging and high expectations. At St Chad's CE Primary, it is our ambition to create an irresistible place for children to belong, learn	14. Develop further strategies to improve attendance for children who are recognised as low attenders.

	and grow. This is rooted with high expectations and inclusive learning environments. Attendance is monitored closely by the senior leadership team and the Attendance manager, with targeted support for families who need it.	
Partnerships with Families and Services	As stated further below, our inclusive approach relies on the relationships we build with wider agencies and the families we serve. The school works closely with external agencies to ensure children have expert, evidence-informed support from professionals. The school also works closely with families to ensure they feel their voice is heard, and they are aware of the further support they can offer outside of school.	15. Increase staff knowledge of wider agencies to ensure support can be gained more efficiently
Inclusive Environments	Our key identifier for inclusive practice is that inclusion is 'vital for some, valuable for all'. This means our classrooms are designed to support learning, with adaptations made to meet all needs demonstrated in the classroom. Resources and technology are used to reduce barriers to learning. All children at St Chad's are immersed in a safe, inclusive environment, which supports them to be ambitious, resilient and kind learners.	16. Further develop opportunities for strategies used in Nurture room to be reflected in the main classroom. 17. Ensure all classrooms across school show consistency in inclusive environments. 18.Promote accessibility through clear, structured and predictable classroom routines.

Implementation

At St Chad's CE Primary School, inclusion is at the heart of our vision of **"A Future with Hope."** We are committed to creating a welcoming, inclusive, and nurturing environment where every child is valued, known and encouraged to flourish academically, socially, emotionally and spiritually. We recognise that all children

are unique, loved by God and full of potential, and we work proactively to remove barriers that may prevent them from succeeding.

Our inclusive approach extends beyond our statutory duties under the SEND Code of Practice. We recognise that any child may experience barriers to learning at different points in their school journey, whether these arise from special educational needs and disabilities, social or emotional challenges, attendance concerns, family circumstances or other factors beyond their control. Through early identification, careful assessment and purposeful intervention, we ensure that pupils receive the support they need to develop confidence, resilience, independence and a positive sense of belonging within our school community.

For pupils with SEND, support is tailored to individual strengths and needs and is designed to enable full participation in school life. We respond to needs across the four broad areas identified within the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

We use a graduated approach of Assess, Plan, Do, Review to identify needs early and implement appropriate support. Collaboration between teachers, support staff, parents, carers and external professionals ensures that provision is responsive, effective and centered on the individual child.

High-Quality Teaching is the foundation of our inclusive practice and is the first step in responding to any additional need. Teachers carefully adapt their teaching through clear explanations, effective modelling, structured scaffolding, purposeful retrieval practice and opportunities for pupils to reflect on and deepen their learning. Flexible grouping, adaptive teaching strategies, carefully selected resources and, where appropriate, the use of assistive technology, are used to support access to a broad and ambitious curriculum for all learners.

These approaches form part of everyday classroom practice and benefit all pupils, whilst being particularly important for those who may face barriers to learning. When additional support is required, targeted interventions are carefully planned, evidence-informed and regularly reviewed for impact. Wherever possible, support is delivered within the classroom environment to promote independence, maintain inclusion and ensure that pupils remain connected to high-quality learning experiences alongside their peers.

As a school family, we value strong partnerships with parents and carers and recognise the importance of working together to support each child's development. Through open communication, collaborative problem-solving and a shared commitment to pupil success, we strive to ensure that every child at St Chad's feels safe, valued and empowered to achieve their full potential, preparing them for a future filled with hope, purpose and possibility.

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Partnerships

Pupils with SEND have clear, personalised targets that are brought together within their individual Learning Passports. These are shared with families and reviewed on a regular basis. Targets are informed by teacher assessments, pupil voice, parent feedback, and ongoing classroom observations to ensure they accurately reflect each pupil's needs and progress. Monitoring of these plans, and the associated, implemented provision, is regularly monitored by the Headteacher and SENCO.

The SENCO and staff at St Chad's C of E Primary School work alongside agencies such as:

- CAMHS (Child and Adolescent Mental Health Service)

- Live Well Cheshire West

- Hearing Impairment Team

- Visual Impairment Team

- Speech and Language Therapy

- Pediatric Services

- School Nurse

- Educational Psychology

- Autism Team

- SPOTSS

- Pastoral and wellbeing provision

- Mental Health Support Team

- Art Therapist

For pupils experiencing other barriers, including children from low-income families and children with social care involvement, support plans may focus on attendance, wellbeing, regulation, pastoral support or academic catch-up. Provision is coordinated to ensure that support is cohesive.

Our approach underpinned by the development of independence, encouraging of resilience and building of confidence guide both classroom practice and targeted support, ensuring that provision builds long-term capability, rather than dependence on adults.

The SENCO works closely with staff, families and external agencies to support appropriate expertise when needed. This may include Educational Psychology, Speech and Language Therapy, CAMHS, health services and social care professionals.

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Partnerships with parents are fundamental to all provision. In all stages of the graduated approach, and any identification of further, wider support, parents and carers are involved and provided opportunities to give feedback and contribute to provision.

Through early identification, strong teaching, careful and evidence-based support and relentless monitoring, we ensure that pupils receive the right help at the right time, so that barriers are reduced and participation in school life is maximized.

St Chad's Inclusion Strategy: Three-Year Action Plan (2026-2029)

Key Priority	Strategy	Action	Success Criteria
Year 1: Building Strong Foundations (2026-2027)	Strengthen leadership of inclusion at all levels	Governor inclusion training; develop middle leader understanding of inclusive practice	Governors provide effective challenge; middle leaders evidence inclusive leadership
Early Identification & Intervention	Improve identification of emerging needs	Review screening, assessment and graduated response processes for mid-year admissions.	Needs identified earlier and support implemented promptly
SEMH Development	Further develop whole-school SEMH support	Ensure all staff, particularly those new to school, are trauma informed trained, familiar with emotional regulation and de-escalation strategies.	Improved engagement and reduced barriers to learning for those children with SEMH.
	Further to develop Nurture Provision for emerging SEMH needs.	Develop use of Boxall Profiles- to assess children's emotional needs, and use this data to provide targeted interventions to support individual children's emotional needs	Improved engagement and reduced barriers to learning for those children with SEMH.
High-Quality Teaching	Establish consistently high-quality inclusive teaching in every classroom.	Deliver CPD and inclusion-focused monitoring- especially focusing	Consistent adaptive teaching across classrooms. Increased staff confidence in

		on those teachers new to the school. Develop a whole school adaptive teaching framework that outlines non-negotiables. Ensure teachers can effectively identify and respond to pupil needs.	delivering inclusive practice. Improved progress and attainment outcomes.
Family & External Partnerships	Increase staff knowledge of wider agencies to ensure support can be gained more efficiently	Provide CPD to increase staff knowledge of support available in the local area.	Faster access to support and positive parent feedback
Attendance & Belonging	Develop further strategies to improve attendance for children who are recognised as low attenders.	Targeted intervention for low attenders using the EBSA strategies.	Improved attendance for identified pupils.
Year 2: Embedding Inclusive Practice (2027-2028)	Embed inclusive practice across school	Implement, monitor and refine inclusive systems	Consistent inclusive practice evident across school
Curriculum Inclusion	Embed adaptive teaching across all subjects	Monitor implementation and share best practice	Identified pupils access the curriculum successfully
Inclusion Beyond the Classroom	Increase participation and aspiration in wider curricular activities by providing rich experiences that inspire curiosity, creativity and ambition.	Audit and remove barriers to participation. Raise aspirations by exposing pupils to a diverse range of experiences, people and possibilities.	Increased participation for SEND and disadvantaged pupils.
Nurture & Classroom Alignment	Extend nurture strategies into classrooms	Develop nurture-informed classroom toolkit	Create a consistent approach across school
Inclusive Environments	Improve accessibility and consistency	Establish inclusive classroom expectations	Learning environments consistently accessible
Attendance & Engagement	Embed relational attendance practice	Strengthen attendance	Improved attendance,

		mentoring and pupil voice	belonging and engagement
Evidence-Informed Practice	Use assessment and research effectively	Review interventions and provision impact	Improved progress and attainment outcomes
Year 3: Sustaining Excellence (2028-2029)	Secure long-term sustainability	Review and embed successful approaches	Inclusion fully embedded in school culture
Continuous Improvement	Establish ongoing evaluation	Complete annual inclusion review cycle	Sustained improvement in outcomes and participation
Leadership Capacity	Develop future leaders of inclusion	Succession planning and leadership development	Strong inclusive leadership at all levels
Independence, Resilience & Confidence	Measure long-term impact	Evaluate against school vision and aims	Pupils demonstrate greater independence and confidence
Family & Community Partnership	Extend community engagement	Deliver workshops and develop partnerships	Increased family engagement and positive feedback
Equity of Opportunity	Ensure equitable access	Review participation and remove remaining barriers	All groups access enrichment opportunities
Whole-School Inclusion Culture	Embed Vital for Some, Valuable for All	Celebrate and monitor inclusive practice	Strong culture of belonging and achievement