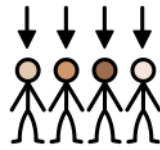




Earl Sterndale C of E Primary School

Inclusion Strategy (2026–2027)

1. Our Vision for Inclusion



Every Child Belongs



Participate • Achieve •
Thrive



High Expectations for
Everyone



belonging



engagement



achievement



wellbeing

Inclusion means removing barriers so every child can belong, engage and achieve alongside their peers. We recognise that some pupils require different levels of support, but all pupils are valued members of our school community and have equal access to learning, opportunities and aspirations.

At Earl Sterndale C of E Primary School, inclusion is at the heart of everything we do. We believe that every child has the right to feel they belong, to participate fully in school life, and to achieve their potential.

In our small school community, we know our children and families well. This enables us to respond quickly and thoughtfully to individual needs. Inclusion is not an additional

element of our work—it is a golden thread that runs through our curriculum, relationships, and daily practice.

We are committed to ensuring that:

- every child feels safe, valued and understood
- barriers to learning are identified early and addressed effectively
- all pupils access a broad, rich and ambitious curriculum
- differences are recognised, respected and celebrated

We are committed to fostering respect for all members of our community and will not tolerate discrimination, harassment or prejudice. This includes protection from discrimination related to disability, race, religion or belief, sex, age, pregnancy and maternity, marriage and civil partnership, gender reassignment, and sexual orientation, in accordance with the Equality Act 2010.

2. Understanding Our School Community

Earl Sterndale is a small rural primary school with a mixed-age structure. Our cohort is small, allowing for strong relationships and highly personalised support.

Our current profile shows:

- pupils with SEND, including those with EHCPs and SEN Support
- emerging needs linked to communication, learning and SEMH
- some pupils experiencing barriers related to attendance (including EBSA)
- a proportion of disadvantaged pupils

From our data, monitoring and day-to-day knowledge of pupils, the most common and predictable needs in our school include:

- speech, language and communication needs
- social, emotional and mental health needs, including anxiety
- low prior attainment and gaps in learning
- barriers linked to attendance and engagement

Inclusion encompasses all protected characteristics under the Equality Act 2010. Our inclusive approach also recognises the needs of pupils who may experience vulnerability as a result of factors such as disadvantage, being looked after or previously looked after,

caring responsibilities, service family mobility or other barriers to participation and achievement.

In line with the SEND Code of Practice, our provision is organised around the four broad areas of need: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, and Sensory and/or Physical Needs. We recognise that many pupils may experience needs across more than one area and our response reflects each pupil's individual strengths and barriers to learning.

3. Equity and Disadvantage

At Earl Sterndale C of E Primary School, we recognise that some pupils experience multiple and overlapping barriers to learning, participation and achievement. These may include Special Educational Needs and Disabilities (SEND), socio-economic disadvantage, attendance difficulties, social, emotional and mental health needs, adverse childhood experiences, or other vulnerabilities.

We recognise that vulnerability can arise from a range of circumstances and experiences. Particular consideration is given to pupils who may face additional barriers to participation and achievement, including children who are looked after, previously looked after children, young carers, service children and pupils experiencing wider social, emotional or family challenges.

We are committed to ensuring that all pupils have equitable access to high-quality education, enrichment opportunities and support. We use a range of information, including assessment data, attendance information, pastoral knowledge and family engagement, to identify barriers and target support effectively.

Particular attention is given to pupils who experience both SEND and disadvantage, recognising the potential for compounded barriers to achievement and participation. Through inclusive practice, targeted interventions and strong partnerships with families and external agencies, we strive to remove barriers and ensure every child can thrive academically, socially and emotionally.

4. Barriers to Learning

We recognise that barriers to learning are not fixed within the child but arise through the interaction between the learner and their environment.

In our context, key barriers include:

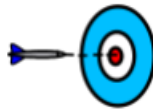
- difficulties with emotional regulation and anxiety
- limited vocabulary and communication skills
- confidence and independence in learning
- inconsistent attendance

Our strategy prioritises the removal of these barriers through adaptive teaching, supportive environments and strong relationships.

5. Our Universal Inclusive Offer



Universal Provision



Targeted Support



Specialist Provision



We believe that inclusion is achieved primarily through high-quality teaching, adaptive practice and early intervention, with additional support used where needed to remove barriers and promote independence. At the centre of our approach is **high-quality, inclusive classroom practice for all pupils.**

Every child at Earl Sterndale benefits from:

High-quality teaching

- lessons designed around adaptive teaching principles
- flexible grouping to support learning and independence
- scaffolding approaches such as modelling and structured support
- appropriate use of technology to support access

Inclusive classroom environments

- calm, purposeful spaces with reduced cognitive load
- access to sensory tools and flexible seating
- opportunities for movement and regulation built into the day

A culture of belonging

- behaviour understood as communication
- strong, respectful relationships between staff and pupils
- consistent routines that support security and engagement

A broad and accessible curriculum

- full participation in trips, clubs and enrichment
- mixed-age learning opportunities that promote collaboration
- explicit teaching of resilience, wellbeing and social skills

Support for wellbeing

- whole-school focus on mental health and wellbeing
- access to ELSA and small group support where needed

This universal offer ensures that most pupils' needs are met without the need for additional intervention.

Our universal, targeted and specialist provision is outlined in our Whole School Provision Map. This document identifies the range of ordinarily available provision, targeted support and specialist approaches that may be used to meet identified needs. Specific provision is selected according to individual need and is reviewed regularly through the graduated response process.

6. Targeted and Specialist Support

Where pupils require additional support, we provide a graduated response:

Targeted support

- small group interventions (e.g. Precision Teaching, Little Wandle Rapid Catch-up)
- pre-teaching and overlearning
- structured support for social and emotional development

Specialist support

- involvement of external professionals including:
 - Educational Psychologist
 - Speech and Language Therapist
 - CAMHS
 - Inclusion support services

Individualised provision

- Individual Support Plans (ISPs)
- EHCP implementation plans where appropriate
- personalised adaptations to curriculum and environment

All support is:

- needs-led, not diagnosis-led
- regularly reviewed
- designed to promote independence wherever possible

7. Early Identification and the Graduated Response

We identify needs early through:

- ongoing teacher assessment
- careful monitoring of progress and wellbeing
- strong communication with parents
- collaboration with external agencies

Our approach follows the **Assess–Plan–Do–Review cycle**, ensuring:

- clear identification of need
- targeted support
- regular evaluation of impact

In our small school, close relationships enable early intervention and rapid response to emerging needs.

8. Staff Development and Capacity Building

The effectiveness of an inclusive school relies on the knowledge, confidence and commitment of all staff. We are committed to developing a culture in which every member of staff understands their role in supporting pupils with additional needs and promoting equitable outcomes for all learners.

Professional development is planned in response to identified school priorities, pupil needs and emerging best practice. Training and support may include:

- Adaptive teaching and high-quality first teaching.
- Understanding and responding to SEND.
- Supporting social, emotional and mental health needs.
- Communication and interaction needs, including speech, language and communication.
- Positive behaviour support and emotional regulation.
- Effective use of assessment to identify barriers to learning.
- Access arrangements and reasonable adjustments.
- Safeguarding and the needs of vulnerable pupils.

Staff expertise is developed through a combination of formal training, professional dialogue, coaching, collaboration with external specialists and sharing effective practice across the school.

New members of staff receive induction regarding the school's inclusive ethos, SEND processes and expectations for adaptive practice. Inclusion remains a standing priority within staff meetings, monitoring activities and school improvement planning. Through continued professional development, we aim to build sustainable capacity across the school so that all pupils experience high-quality inclusive practice every day.

Success Indicators

- Staff demonstrate confidence in meeting a range of pupil needs.
- Adaptive teaching is consistently evident across classrooms.
- Staff can clearly articulate the school's graduated response and inclusion procedures.
- Monitoring activities show that inclusive strategies are embedded in everyday practice.
- Pupils with additional needs access learning successfully alongside their peers whenever appropriate.

9. Use of Resources and Funding

The school is committed to ensuring that available resources are used strategically and effectively to maximise inclusion and improve outcomes for all pupils.

Funding, including the school's SEND budget, Inclusion Funding and Pupil Premium funding, is used to remove barriers to learning, participation and achievement. Decisions regarding the allocation of resources are informed by assessment information, pupil needs, professional advice and ongoing evaluation of impact.

Resources may be used to:

- Enhance quality-first teaching and adaptive practice.
- Provide targeted interventions and specialised support.
- Develop staff knowledge, confidence and expertise.
- Improve access to learning through specialised equipment, resources or environmental adaptations.
- Support pupils' social, emotional and mental health needs.
- Facilitate access to enrichment activities, educational visits and wider participation opportunities.
- Access specialist advice and support from external agencies where appropriate.

Particular consideration is given to pupils who experience multiple vulnerabilities, including those who are both disadvantaged and have additional educational needs, to ensure support is equitable and responsive.

The impact of provision is reviewed regularly through:

- Pupil progress and attainment information.
- Attendance and engagement measures.
- Provision mapping and intervention reviews.
- Pupil and parent voice.
- Professional observations and monitoring activities.

Where provision is not having the intended impact, support is adapted in line with the Assess, Plan, Do, Review cycle.

Intended Impact

We aim to ensure that:

- Resources are allocated fairly and transparently according to need.
- Funding contributes to improved educational, social and emotional outcomes.
- Pupils are able to access the full curriculum and wider opportunities.
- Staff expertise continues to develop and strengthen inclusive practice across the school.
- Provision is sustainable and benefits the wider school community as well as individual pupils.

10. Working in Partnership with Families

We believe that inclusion is strongest when it is co-produced with families.

We:

- maintain open, regular communication
- involve parents in reviewing and planning support
- provide guidance and signposting to external services
- ensure flexibility in how families engage with school

Pupil voice is equally important. Children are:

- involved in setting targets
- encouraged to share their views
- supported to develop confidence and self-advocacy

11. Leadership and Responsibility

Inclusion is a whole-school responsibility.

- The Headteacher/SENDCo provides strategic oversight
- Teachers are responsible for all pupils in their class
- Support staff are trained and deployed to maximise impact
- Governors provide challenge and accountability

Staff work collaboratively, sharing expertise to ensure consistent, inclusive practice across the school.

12. Use of Inclusive Mainstream Funding

The Inclusive Mainstream Fund will be used to strengthen our whole-school approach to inclusion by:

- developing staff expertise in adaptive teaching
- improving consistency of classroom practice
- enabling structured time for targeted interventions
- enhancing provision for mental health and wellbeing
- strengthening systems for capturing pupil and parent voice

This funding supports our aim of embedding inclusion in everyday classroom practice, rather than relying on additional or separate provision.

13. Strategic Priorities 2026-2027

To further strengthen our inclusive culture and improve outcomes for all pupils, Earl Sterndale CE Primary School has identified the following strategic priorities for the academic year 2026-2027. These priorities are informed by our school context, self-evaluation and ongoing review of pupil needs, and reflect our commitment to ensuring that every child feels they belong, can participate fully in school life and achieves their potential.

Priority 1: Strengthen Inclusive Quality First Teaching

- We will continue to develop a consistent whole-school approach to adaptive teaching so that all pupils can access learning, achieve success and participate fully within the curriculum.

Key Actions

- Develop staff expertise in adaptive teaching and inclusive classroom practice.
- Ensure scaffolds, reasonable adjustments and supportive learning environments are consistently embedded across the school.
- Monitor the impact of adaptive teaching through learning walks, pupil voice and work scrutiny.
- Share effective inclusive practice across the staff team.

Success Indicators

- Adaptive teaching is consistently evident across classrooms.
- Pupils with additional needs access learning successfully alongside their peers.
- Staff survey and monitoring evidence demonstrate increased confidence in meeting a broad range of learning needs.
- Pupils show high levels of engagement, participation and independence.

Priority 2: Develop Early Identification and an Effective Graduated Response

- We will strengthen systems for identifying needs at the earliest opportunity and ensure support is responsive, timely and evidence-informed.

Key Actions

- Refine assessment and monitoring processes to identify emerging needs promptly.
- Strengthen implementation of the Assess, Plan, Do, Review cycle.
- Develop staff understanding of the four broad areas of need and early indicators of SEND.
- Ensure provision maps and support plans clearly demonstrate intended outcomes and impact.

Success Indicators

- Needs are identified and acted upon promptly.
- Support plans demonstrate clear outcomes, regular review and measurable progress.
- Interventions are evaluated and demonstrate positive impact.
- Staff confidently articulate the school's graduated response.

Priority 3: Promote Belonging, Engagement, Attendance and Wellbeing

- We will continue to develop an inclusive culture in which every pupil feels safe, valued, respected and able to participate fully in school life.

Key Actions

- Monitor attendance and engagement of vulnerable groups closely.
- Develop universal and targeted approaches to supporting emotional wellbeing and self-regulation.
- Strengthen opportunities for pupil voice and leadership.
- Remove barriers to participation in clubs, educational visits, enrichment activities and wider school experiences.

Success Indicators

- Improved attendance and reduced persistent absence amongst vulnerable pupils.
- Positive pupil voice demonstrates a strong sense of belonging and inclusion.
- Pupils feel safe, supported and able to access help when needed.
- Increased participation in wider school opportunities across all pupil groups.

Priority 4: Promote Equity for Vulnerable and Disadvantaged Learners

- We recognise that some pupils experience multiple and overlapping barriers to learning, including SEND, disadvantage, attendance concerns, social and emotional needs and wider vulnerabilities.
- We will work proactively to remove barriers and ensure all pupils have equitable access to learning, support and enrichment opportunities.

Key Actions

- Monitor outcomes and participation for disadvantaged and vulnerable groups.
- Use Pupil Premium, SEND and Inclusion funding strategically to remove barriers.
- Strengthen attendance, pastoral and family support where required.
- Track participation in wider curriculum opportunities and ensure equitable access.

Success Indicators

- Improved engagement, attendance and participation for vulnerable pupils.
- Barriers to learning and participation are reduced.
- Disadvantaged pupils access the full life of the school.
- Families report feeling well supported and involved.

Priority 5: Strengthen Inclusion Leadership and Capacity

We will continue to strengthen inclusion as a shared responsibility across the school through staff development, effective partnerships and strong leadership.

Key Actions

- Deliver professional development linked to identified pupil and school needs.
- Access and utilise specialist advice and external agency support.
- Develop a structured approach to gathering and responding to pupil and parent voice.
- Embed inclusion within school improvement planning, monitoring and governance.
- Strengthen staff wellbeing and capacity to sustain effective inclusive practice.

Success Indicators

- Staff demonstrate increased confidence in inclusive practice.
- Pupils and families feel listened to and involved in decision-making.
- Inclusion priorities are understood and implemented consistently across the school.
- Governors are able to evaluate the impact of inclusion provision and strategic actions.
- Inclusive practice remains sustainable and embedded across the school.

Monitoring and Review

- Progress towards these priorities will be monitored throughout the academic year by the Headteacher, SENDCo and Governing Body through:
- Pupil progress and attainment information.
- Attendance and behaviour data.
- Learning walks, monitoring activities and provision reviews.
- Pupil, parent and staff voice.
- Evaluation of interventions and targeted provision.
- Review of participation and inclusion across all aspects of school life.
- The Inclusion Strategy will be reviewed annually to ensure priorities remain responsive to the needs of pupils and the school community.

These priorities will be reviewed termly by senior leaders and governors through the school's monitoring and evaluation cycle.

14. Success Criteria and Impact Measures

The impact of this strategy will be evaluated annually through a range of quantitative and qualitative measures. Success will be evidenced through:

Pupil Outcomes

- Pupils with SEND make good progress from their individual starting points.
- Attainment gaps between vulnerable groups and their peers are identified, monitored and reduced where appropriate.
- Individual outcomes identified through SEND support plans and EHCPs are regularly reviewed and achieved wherever possible.

Attendance and Engagement

- Attendance rates for pupils with SEND and other vulnerable groups improve and remain in line with, or close to, national expectations.
- Persistent absence amongst vulnerable groups is reduced.
- All pupils, including those with SEND, participate fully in school life, educational visits, enrichment activities and extracurricular opportunities.

Quality First Teaching and Inclusive Practice

- Adaptive teaching strategies are evident in all classrooms and support access to learning for all pupils.
- Staff survey and monitoring evidence demonstrate increased confidence in identifying and meeting a range of additional needs.
- Learning walks, pupil voice and monitoring activities show that classrooms are inclusive, accessible and supportive of pupil engagement.

Wellbeing, Belonging and Pupil Voice

- Pupils report feeling safe, valued and included within the school community.
- Pupil voice demonstrates that children understand how to access support and feel that their views are listened to.
- Behaviour and wellbeing data indicate that pupils are supported effectively to regulate, engage and succeed.

Family and Community Partnerships

- Parents and carers report positive relationships with school and feel involved in decision-making regarding their child's education.
- Communication with families is timely, supportive and solution-focused.
- Effective partnerships are maintained with external agencies to secure the best outcomes for pupils.

Leadership and Capacity Building

- Staff receive regular professional development relating to inclusion, SEND and adaptive practice.
- Funding is used effectively and demonstrates positive impact on pupil outcomes and participation.
- Governors receive regular reports on inclusion priorities and are able to evaluate the effectiveness of provision.

Annual Success Measures (2026-2027)

By July 2027, the school aims to demonstrate:

- Improved attendance and reduced persistent absence for identified vulnerable pupils.

- Increased staff confidence in inclusive classroom practice, evidenced through staff surveys and monitoring.
- Positive pupil voice responses indicating a strong sense of belonging and inclusion.
- Equitable participation in clubs, trips, residential and leadership opportunities for all groups of pupils.
- Clear evidence that SEND and Inclusion funding has contributed to improved pupil outcomes, engagement and wellbeing.

Review

The Inclusion Strategy will be reviewed annually by the Headteacher, SENDCo and Governing Body to ensure priorities remain responsive to the needs of pupils and the school community.

Responsibility for monitoring the implementation and impact of this strategy sits with the Headteacher, SENDCo and Governing Body. Progress will be reviewed termly through analysis of pupil outcomes, attendance, participation, wellbeing measures, stakeholder voice and evaluation of provision. Findings will inform future school improvement priorities and resource allocation.

15. Conclusion

Inclusion at Earl Sterndale is built on strong relationships, high expectations and a deep understanding of our pupils.

Our strategy reflects not just what we do, but who we are as a school community:

- a place where every child belongs
- where difference is embraced
- and where all children are supported to thrive

Our Inclusive Offer



Safe
environment



Communication
support



Relationships



Wellbeing
support



Adaptive
teaching



Enrichment
opportunities