

Inclusion Strategy 2026-27

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November 2026	Sarah Humpleby	November 2027		November 2026

Our Commitment

At Earl Sterndale C of E Primary School, inclusion means ensuring every child belongs, participates and achieves. We recognise that barriers to learning, participation and wellbeing can arise for many reasons, including SEND, disadvantage, attendance concerns, emotional wellbeing, communication needs and family circumstances.

As a small rural school, we are uniquely placed to know our pupils and families well. We use this knowledge to identify needs early, remove barriers and provide support through high-quality teaching, strong relationships, targeted intervention and equitable access to wider opportunities.

This strategy is informed by the Derbyshire Inclusion Framework, our Whole School Provision Map and our School Improvement Priorities.

Key Barriers We Are Addressing

Barrier 1

Communication, Vocabulary and Language for Learning

Some pupils experience difficulties understanding and using language, vocabulary and sentence structures. This can affect access to teacher explanations, participation in discussion, reading comprehension and written outcomes.

Evidence

- School improvement priorities for oracy and vocabulary development.
- Identified speech, language and communication needs within the school cohort.
- Communication and interaction needs reflected within the school's provision map.

Barrier 2

Executive Function, Independence and Access to Learning

Some pupils require support with task initiation, organisation, working memory, problem solving and independence. Within a mixed-age setting, some learners benefit from carefully structured support and adaptive teaching approaches to access learning successfully.

Evidence

- School improvement priorities relating to executive function and learning behaviours.
- Additional classroom support deployed to improve curriculum access and independence.
- Need for high-quality adaptive teaching across the curriculum.

Barrier 3

Belonging, Wellbeing and Participation in School Life

Some pupils experience barriers to participation, attendance, wellbeing and enrichment due to SEND, disadvantage, anxiety, attendance concerns, family circumstances or the challenges associated with living in a small rural community.

Evidence

- Attendance and engagement concerns for some vulnerable pupils.
- Need to ensure equitable access to enrichment and wider opportunities.
- School commitment to wellbeing, belonging and participation.

Our Priorities for 2026-27

Priority 1

Develop a Communication-Rich School

Current position

There are currently six pupils with identified Speech, Language and Communication Needs (SLCN) within the school cohort, including three pupils receiving support through Speech and Language Therapy services and three pupils with an autism diagnosis whose communication needs impact on learning and social interaction.

Staff observations and pupil voice indicate that some pupils lack confidence when speaking in larger groups and are more comfortable contributing in paired or small-group discussions. Several pupils report feeling nervous about sharing ideas in front of others or giving an incorrect answer during whole-class discussions.

Communication and interaction needs are reflected within the school's provision map and support the school's wider priorities for improving oracy, vocabulary development and access to learning. Some pupils require additional support to understand and use subject-specific vocabulary, articulate their ideas clearly and fully engage with classroom discussion and verbal reasoning activities.

We will:

- Strengthen vocabulary teaching across the curriculum through explicit vocabulary instruction and planned opportunities to revisit and apply new language.
- Increase opportunities for purposeful talk, discussion and verbal reasoning in all subjects.
- Provide specialist language teaching through WOW Wednesday.
- Develop communication-friendly classrooms through the use of visual supports, scaffolds and consistent routines.
- Deliver targeted speech, language and communication interventions where needed.
- Follow specialist speech and language therapist advice and work alongside external professionals where appropriate.
- Support staff to identify and respond effectively to speech, language and communication needs at the earliest opportunity.

Success will look like:

- 100% of classrooms demonstrate agreed communication-friendly classroom practices.
- 100% of pupils with identified SLCN receive the provision and support specified in provision maps and external advice.
- Pupil voice indicates improved confidence in speaking and sharing ideas compared with the autumn baseline.
- Monitoring demonstrates consistent use of explicit vocabulary instruction and opportunities for purposeful talk in all classes.
- Targeted pupils make measurable progress against speech, language and communication targets.

Priority 2

Develop Independent Learners

Current Position

Many pupils require adult prompting to initiate tasks, maintain attention, organise resources and sustain engagement with learning activities. Reliance on adult support is particularly evident when pupils are working independently, managing multiple instructions or applying learning without immediate guidance. This has developed over time as a result of the positive and responsive support available within our small school environment.

Within our mixed-age classes, pupils frequently access learning through adult-led and small-group provision. Whilst this enables pupils to access the curriculum successfully and receive timely support, it can limit opportunities for pupils to develop confidence, resilience and independence when tackling learning challenges independently.

Learning walks and classroom observations indicate that executive function strategies, such as visual prompts, task breakdowns, structured routines and self-regulation supports, are not yet embedded consistently across the school. As a result, pupils can become reliant on adult direction rather than independently applying strategies to organise themselves, initiate learning and overcome difficulties.

Developing pupils' independence, executive functioning skills, resilience and self-regulation is therefore a key whole-school priority. We want pupils to become increasingly confident in managing their own learning, making appropriate choices and persevering when faced with challenge.

We will:

- Further develop adaptive teaching across the school.
- Embed strategies to support executive functioning, including organisation, working memory, planning and task initiation.
- Deploy support staff strategically to promote independence rather than reliance on adult support.
- Use pre-teaching, overlearning and targeted intervention effectively.
- Ensure additional classroom support improves access to learning within mixed-age classes.
- Develop pupils' self-regulation and readiness to learn through consistent approaches across school.
- Use Emotion Coaching approaches to support pupils in understanding and managing emotions.
- Promote resilience, perseverance and confidence when faced with challenge.
- Support pupils to identify and use strategies that help them regulate emotions and remain engaged in learning.

Success will look like:

- Learning walks show consistent use of agreed executive function and independence-support strategies in all classrooms.
- Pupils increasingly initiate tasks and use classroom resources before seeking adult support.
- Staff monitoring demonstrates a reduction in unnecessary adult prompting during lessons.
- Pupil voice indicates that pupils can identify and use strategies that help them organise themselves, manage distractions and overcome challenges in learning.
- Additional classroom support is deployed in ways that promote independence and participation rather than long-term reliance on adult support.
- Pupils demonstrate increased resilience, perseverance and confidence when working independently or attempting unfamiliar tasks.
- Teachers report improved readiness to learn and greater pupil ownership of learning routines across the school.

Priority 3

Promote Belonging and Inclusive Opportunities

Current Position

A number of pupils face barriers to full participation in school life due to SEND, emotional wellbeing needs, attendance concerns, family circumstances and the challenges associated with living in a small rural community. These factors can affect pupils' confidence, engagement, attendance and access to wider opportunities.

While the school offers a broad range of enrichment opportunities through its curriculum and WOW Wednesday provision, participation is not yet fully equitable for all pupils. Some vulnerable learners require additional encouragement, support or reasonable adjustments to access activities, trips, clubs and leadership opportunities.

Attendance remains a barrier for some pupils, particularly those experiencing additional needs or family circumstances that affect regular school attendance. The school currently uses individualised support, trusted adults and pastoral approaches to reduce barriers to engagement and strengthen pupils' sense of belonging.

Pupil voice indicates that most pupils feel safe and cared for in school; however, some pupils require ongoing support to build confidence, develop positive relationships and engage fully in the wider life of the school. Ensuring all pupils feel represented, included and able to participate successfully remains a key priority.

We will:

- Continue our WOW Wednesday programme.
- Provide access to specialist sport, music and language teaching.
- Offer yoga, gardening and wellbeing activities.
- Deliver mental health and wellbeing projects, including SMILERS training and partnership activities.
- Provide trusted adult support and soft-start provision where required.
- Ensure every pupil can identify a trusted adult within school.
- Provide ELSA-informed pastoral support, nurture approaches and Positive Play support where appropriate.
- Support attendance through individualised approaches for pupils experiencing barriers to engagement.
- Work in partnership with pupils and families to shape provision, support and inclusive practice.
- Remove barriers to participation in trips, visits, clubs and wider school experiences.
- Ensure vulnerable pupils access enrichment, leadership opportunities and the wider life of the school.
- Work in partnership with pupils and families to shape provision, support and inclusive practice.

Success will look like:

- Attendance of identified vulnerable pupils improves compared with the Autumn 2026 baseline.
- All vulnerable pupils access at least one enrichment opportunity each term.
- Pupil voice demonstrates an increased sense of belonging, inclusion and wellbeing across the school.
- All pupils can identify a trusted adult in school who they would approach for support.
- Monitoring shows that vulnerable pupils are represented in trips, visits, clubs and leadership opportunities.
- Provision reviews demonstrate that barriers to participation have been identified and addressed through appropriate support and reasonable adjustments.
- Parents and carers of vulnerable pupils report positive relationships with the school and confidence in the support provided.

Review and Evaluation

This strategy will be reviewed annually by school leaders and governors. Progress will be monitored throughout the year through analysis of pupil outcomes, attendance, participation, engagement, independence, provision reviews, pupil voice and parent feedback.
The effectiveness of activities funded through the Notional SEN Budget and Inclusive Mainstream Fund will be evaluated to identify strengths, areas for development and future priorities.

Findings from the Derbyshire Inclusion Framework, Whole School Provision Map, School Improvement Plan and stakeholder feedback will inform future revisions of this strategy.

Funding

The school's Inclusion Strategy is supported through a combination of:

Amount	Funding Source
£25,313	Notional SEN Budget
£4,900	Inclusive Mainstream Fund
£30,213	Total Inclusion Investment

Funding is used to strengthen the school's universal offer, build staff expertise, deploy additional classroom support, develop communication and language provision, and increase access to wellbeing and enrichment opportunities.

Funding	Barrier	Activity
Notional SEN	2	Additional classroom support to promote independence and curriculum access (20 hours) £14, 820 (£19 with on costs per hr)
Notional SEN	1	Speech and language support Included within universal staffing and provision costs
Core/Notional SEN	1	Communication resources and visual supports £100 (Widgit)
Core/IMF	1 & 3	French specialist WOW Wednesday provision £2,400
Core/IMF	3	Peak Active Sport WOW Wednesday provision £2,860
Core/IMF	3	Music specialist WOW Wednesday provision £1,976
IMF	3	Yoga & other wellbeing provision Teacher 19 weeks at £4,600
IMF	3	SMILERS training and MHWB activities £500
		Trusted adult / soft-start provision

IMF	3	2nd adult at Breakfast Club £2,280
IMF	3	Flexible responses to attendance difficulties Contribution towards Lady Manners family support provision (£808)

The examples above illustrate how the school's Notional SEN Budget and Inclusive Mainstream Fund allocation contribute to strengthening universal provision, providing targeted support and removing barriers to learning, participation and belonging. Costs shown represent the total value of provision and may be funded through a combination of Core Budget, Notional SEN Budget and Inclusive Mainstream Funding.

