Inclusion Strategy

Inclusion Strategy – Sturry C.E. Primary

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	2026027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Michelle Mannings

Statement of intent

You may want to include information on:

- *your ultimate objectives for whole-school inclusion and meeting the needs of your pupils with additional needs and SEND*
- *how your inclusion strategy works towards achieving these objectives*
- *how the 7 principles of inclusion are addressed in your inclusion strategy*
- *how you have worked with families and the wider school community to develop your inclusion strategy*

We suggest that you keep your statement to 500 words or below to ensure that it remains concise and purposeful. You should write in an accessible style, allowing children, young people, and parents to gain an understanding of the school's overarching aims.

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	**Sustaining and further developing high-quality inclusive teaching** Sturry has a strong culture of inclusion and a commitment to high-quality teaching for all pupils. As the complexity and diversity of pupil needs continues to grow, it remains essential to further develop and sustain staff expertise in adaptive teaching, communication and language, assistive technology, SEND provision and inclusive classroom practice. Ongoing professional development, coaching and collaborative approaches ensure that all pupils, including those with SEND and additional needs, can successfully access an ambitious curriculum, participate fully in learning and make strong progress from their individual starting points.
2	**Delays in communication, language, cognition and learning development** Some pupils experience difficulties with speech, language, communication, processing, memory, literacy or numeracy which can impact their ability to access learning, express their understanding and participate confidently in classroom activities. Early identification and timely intervention are essential to prevent these difficulties from becoming longer-term barriers to achievement.
3.	**Social, emotional, mental health and self-regulation needs** An increasing number of pupils present with SEMH needs, anxiety, emotional vulnerability, sensory regulation difficulties or challenges with self-regulation. These factors can affect readiness to learn, attendance, engagement, relationships and participation. Therapeutic and relational approaches are required to ensure pupils feel safe, supported and able to thrive.
4.	**Barriers to participation, belonging and engagement** Some pupils experience barriers which affect their confidence, attendance, participation and sense of belonging within school. These barriers may arise from SEND, emotional needs, communication difficulties, family circumstances or previous negative experiences of education. Additional support is often needed to ensure pupils are able to engage fully in learning and school life.
5.	**Inequitable access to wider opportunities and enrichment**

	Financial, physical, social, emotional or communication barriers can limit some pupils' access to educational visits, clubs, residential experiences, leadership roles, outdoor learning and wider enrichment opportunities. Ensuring equitable access to these experiences is essential in developing confidence, aspiration, cultural capital and personal development.
6.	**Developing independence and preparation for future transitions** Some pupils require additional support to develop independence, resilience, self-advocacy, communication and life skills. Pupils may find changes in routines, classes, key stages or learning environments challenging and benefit from carefully planned transition support. Developing these skills is vital in preparing pupils for future learning and adulthood.

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)*
To strengthen inclusive practice, early identification and evidence-informed teaching through support from the Trust Reception Advisor and Trust CPDL Advisor. Through coaching, modelling, professional development and strategic guidance, staff will develop expertise in adaptive teaching, communication and language, and SEND provision. This will be supported through whole-school CPDL, Inclusion Strategy Meetings and TES Provision Map to ensure a consistent and evidence-informed approach to identifying need, planning provision and monitoring impact. **Addresses barriers relating to: Communication and Language; Cognition and Learning; SEMH and Emotional Regulation; Engagement and Participation.**	Targeted	£129,60 (IMF)
2. Forest School and Inclusive Outdoor Learning Accredited Forest School training and the development of outdoor learning	Targeted	£997 (IMF)

environments that promote resilience, wellbeing, communication, independence and engagement through meaningful outdoor experiences. **Inclusion; Early Intervention; Equity and Access; Preparation for Adulthood/Independence**		
3. Thrive VR and Therapeutic Provision Use of Thrive VR alongside therapeutic interventions such as Zones of Regulation, Lego Therapy and Drawing and Talking to support emotional wellbeing, self-regulation, resilience and communication. **Early Intervention; Inclusion; Equity and Access**	Universal	£6000 (IMF)
4. Communication-Friendly and Inclusive Classrooms effectively to a diverse range of pupil needs. Development of communication-rich learning environments through Inclusion Trolleys, AAC devices, visual supports, Widget, Language Through Colour, visual timetables and assistive technology including Clicker, Immersive Reader and OneNote. **Inclusion; Equity and Access; High-Quality Teaching; Early Intervention**	Universal	Core budget
5. Therapeutic Learning Environments and Regulation Spaces Development of therapeutic classrooms and quiet spaces including Reading Nooks, Sensory Room, Phonics Base, Reflective Areas, Prayer Room and other regulation spaces to support wellbeing, engagement and readiness to learn. **Inclusion; Equity and Access; Early Intervention**	Universal	Core budget

6. Evidence-Based SEND Intervention Pathway Delivery of targeted interventions including First Class @ Number, Dynamo Maths, Talk Boost, Sensory Circuits, Fizzy Programmes and other evidence-based support to address identified barriers and accelerate progress. **Early Intervention; High-Quality Teaching; Inclusion**	Universal	Core budget
7. Inclusion Bases and Nurture Provision Development of The Treehouse and wider Inclusion Bases, alongside Nurture Breakfast and Lunch Munch Club provision, to provide personalised support, nurture and intervention. **Inclusion; Early Intervention; Equity and Access**	Targeted	Core budget
8. Curriculum Access and Literacy Development Embedding high-quality curriculum schemes, pre-teaching approaches and Sturry's role as a Little Wandle Champion School to ensure all pupils can successfully access an ambitious curriculum. **High-Quality Teaching; Early Intervention; Inclusion; Staff Professional Development**	Universal	Core budget
9. Life Skills Development of the Life Skills Curriculum alongside pupil leadership opportunities, pupil voice groups and co-design of provision to promote independence, self-advocacy and participation. **Preparation for Adulthood/Independence; Inclusion; Equity and Access**	Universal	Core budget
10. Enrichment	Universal	Core budget

Inclusive access to clubs, educational visits, residential experiences, Parliament Day, the Year 4 Camping Trip and Trust-wide events to develop cultural capital, confidence and aspiration. **Equity and Access; Inclusion; Preparation for Adulthood/Independence**		

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
High-Quality Inclusive Teaching and Staff Expertise *Through support from the Trust Reception Advisor, Trust CPDL Advisor and Trust CPDL Lead, staff will continue to develop their expertise in adaptive teaching, communication and language, SEND provision and inclusive classroom practice. This will strengthen the quality and consistency of provision across the school, ensuring that pupils with additional needs and SEND can access an ambitious curriculum and make strong progress from their starting points. Linked to the principles of **High-Quality Teaching, Staff Professional Development and Inclusion**, this outcome aims to improve classroom practice, reduce barriers to learning and secure positive outcomes for all pupils.*	• Improved quality of teaching evidenced through learning walks, monitoring and pupil outcomes. • Increased staff confidence and expertise in inclusive practice. • Consistent implementation of adaptive teaching strategies across classrooms. • Improved engagement, progress and attainment for pupils with SEND. • Increased capacity to identify and respond effectively to emerging needs.
Early Identification and Responsive Intervention Through the use of TES Provision Map, Inclusion Strategy Meetings, robust assessment processes and evidence-	• Pupils' needs are identified quickly and accurately. • Interventions demonstrate measurable impact from identified starting points.

based interventions, needs will be identified and addressed at the earliest opportunity. This will enable support to be responsive, timely and targeted, ensuring pupils receive the right support at the right time. Linked to the principles of **Early Intervention, High Expectations and Inclusion**, this outcome aims to prevent barriers becoming entrenched and improve long-term outcomes for pupils.	• Staff confidence in identifying and supporting SEND continues to grow. • Improved progress for pupils accessing targeted support. • Families report confidence in the school's graduated response process.
Intended Outcome 3 **Communication, Language and Interaction** Communication-friendly classrooms, Language Through Colour, visual supports, AAC approaches, Talk Boost and high-quality adult interactions will strengthen communication, language and interaction skills across the school. Linked to the principles of **Inclusion, High-Quality Teaching and Early Intervention**, this outcome aims to improve pupils' ability to communicate effectively, access the curriculum and participate confidently in school life. •	• Improved speech, language and communication outcomes. • Increased pupil confidence in speaking, listening and participating in learning. • Greater independence in expressing needs, thoughts and ideas. • Communication supports are consistently embedded across school. • Pupil voice demonstrates increased confidence and engagement.
Intended Outcome 4 **Emotional Wellbeing, Self-Regulation and Therapeutic Inclusion** Through Thrive VR, therapeutic provision, nurture approaches, regulation strategies, sensory support, Forest School and dedicated inclusion spaces, pupils will develop greater emotional literacy, resilience and self-regulation. Linked to the principles of **Early Intervention, Inclusion and Equity and Access**, this outcome aims to improve readiness to learn, wellbeing and engagement for pupils experiencing emotional, behavioural or sensory barriers.	• Improved emotional wellbeing and resilience. • Increased pupil ability to identify and regulate emotions. • Reduction in barriers caused by emotional dysregulation. • Improved readiness to learn and classroom engagement. • Pupils report feeling safe, supported and included. •

Participation, Belonging and Equity of Access Through inclusive practice, nurture provision, curriculum adaptations, enrichment opportunities, educational visits, clubs, leadership experiences and access to the wider life of the school, all pupils will feel valued and included. Linked to the principles of Inclusion, Equity and Access, and High Expectations, this outcome aims to ensure every child experiences a strong sense of belonging and participation regardless of need or background.	Success Criteria • Increased participation in enrichment, clubs and wider opportunities. • Reduction in barriers limiting access to school experiences. • Improved attendance, engagement and participation. • Pupils report a strong sense of belonging. • Families report positive experiences of inclusion within school. •
Independence, Life Skills and Preparation for Adulthood Through the Life Skills Curriculum, Forest School, pupil leadership opportunities, pupil voice groups and personal development experiences, pupils will develop independence, self-advocacy and confidence. Linked to the principles of Preparation for Adulthood, High Expectations and Inclusion, this outcome aims to equip pupils with the skills, resilience and confidence needed to successfully navigate future transitions and life beyond primary school. Increased independence in learning and daily routines.	• Improved communication, problem-solving and decision-making skills. • Pupils contribute meaningfully to decisions about their learning and support. • Successful transitions between classes, phases and settings. • Pupils demonstrate increased confidence, resilience and self-advocacy.
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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.*

Further information (optional)

Use this space to provide any additional information you think necessary to help others understand your strategy.