Inclusion Strategy
WALTER HALLS 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	2026-2029
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Notional SEND Budget allocation: Additional Inclusive Mainstream Fund: Additional Inclusive Early Years Fund:	£133,644 (2026-27) £23,500 (2026-27) £2,204 (2026-27)
Statement authorised by	Chair of Governors

Statement of intent:

Walter Halls Primary School is highly inclusive with a strong ethos of belonging. Everyone who comes to our school should feel included and part of our school community. We are committed to doing everything possible to ensure that all of our children, no matter what their barriers to learning are, experience a strong sense of belonging and benefit from quality first teaching which enables them to achieve to the best of their abilities and to thrive.

***Our approach is underpinned by the seven principles of inclusion**: **1)** ambitious leadership and governance that embeds inclusion, **2)** evidence-based support prioritising early intervention, **3)** high quality adaptive teaching with curriculum designed for all learners, **4)** enriching provision beyond the classroom that all children can access, **5)** a safe and respectful culture fostering belonging, attendance, and participation in learning, **6)** strong partnerships with families and wider services, **7)** inclusive environments with continuous improvements to accessibility.*

***We have 3 main aims**: **develop independence, encourage resilience and empower confidence.** We believe that these qualities help children to manage increasing responsibility as they move beyond primary school and prepare them well for the next stage of their learning.*

***The inclusion offer at Walter Halls is also rooted in our core school values**: Respect, Kindness & Empathy, Curiosity, Aspiration, Perseverance and Collaboration. We explicitly teach all of our children what these values look like and sound like, both in our own school community and beyond.*

Walter Halls Primary recognises the barriers to learning that our children face as being broad, varied and complex**. We not only consider children with specific SEND or diagnoses but also those being monitored for specific SEND (without diagnoses or an EHCP), those facing disadvantage, those who have experienced trauma and those whose backgrounds and lived experiences mean they will find learning more challenging. We name these 'multiple vulnerabilities' and know who these children are in our school. **We are clear that high-quality inclusion is vital for some but valuable for all.

***As a Nottingham City school, we contribute to a child-centred, inclusive city**. We work collaboratively with external partners to deliver the right support, in the right place, at the right time. This strategy outlines our approaches to this intent and regularly monitors the impact we are having.*

Barriers to learning and participation:

Specific and current needs and vulnerabilities as of September 2026 –

The Helm is our Enhanced provision for SEND

	F1 (22)	F2 (32)	Y1 (52)	Y2 (52)	Y3 (52)	Y4 (58)	Y5 (53)	Y6 (59)	Whole school
SEND SUPPORT	3	1	5	8	12	11	10	18	67 18%
EHC in place	0	0	1	2	2	2	0	3	10 3%
TOTAL % of cohort	3 14%	1 3%	6 12%	10 19%	14 27%	13 22%	10 19%	21 36%	77 20%
SEND MONITORING	3	3	4	13	6	5	3	5	42
GRAND TOTAL % of cohort	6 27%	4 13%	10 19%	23 44%	20 38%	18 31%	13 25%	26 44%	120 32%
Accessing The Helm * (No. of children)	0	0	3	1	3	2	0	2	11
Disadvantaged PP FSM	1	1 10	12 12	10 17	21 27	17 21	22 29	22 26	106 142
Safeguarding / Child protection	2	2	4	3	6	4	7	9	37

Primary area of need:	F1	F2	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
Sensory processing	Although not a primary area of need, this has the highest prevalence for secondary areas of need in all categories.								0
Cognition & Learning	1		2	6	7	5	5	16	42
Communication & Language	2	1	4	3	3	6	4	1	24
Social, Emotional & Mental Health				1	1	2	1	4	9
Physical needs					2	1			3

Summary of priorities of need: - notable trends and growing prevalence

1	Children arrive at Walter Halls with significant communication and language barriers. Specific SEND also presents many children with these difficulties.
2	Cognition and Learning, as a primary area of need, is a notable trend at Walter Halls. Sensory processing is our most common secondary need for SEND support pupils.
3	SEMH, as both a primary and secondary area of need, has growing prevalence
4	It is an established trend, in our context, that a large percentage of our children face multiple vulnerabilities in addition to SEND-specific barriers; for example, those experiencing a complex homelife or safeguarding concerns, poverty and homelessness

Our Inclusive Approach

Our Universal Offer – Inclusion is vital for some and valuable for all:

What all of our children experience in all of our classrooms every day makes the biggest difference to effective inclusion. High quality, adaptive teaching with inclusive routines, structures and behaviour systems are at the heart of our universal provision. All of our children have access to the full curriculum and additional enrichment opportunities.

Our universal provision is matched well to our priorities listed above. We expect every classroom to cater for a wide range of needs and barriers to learning, as a matter of course for all learners. Our universal provision has been considered in detail for both EY & KS1 as well as older KS2 children. It is carefully matched to meet the needs of specific sensory, cognition, communication and language, SEMH and physical barriers. A copy of this universal provision can be found on our website here: https://www.walterhallsprimary.co.uk/web/send/668306

After defining this provision, we have shared this well with all of our staff so that adaptive teaching methods, reasonable adjustments and targeted strategies can be planned, resources and delivered within the classroom. This provision is delivered to all children without the need for an EHCP or further referral and is ordinarily available for all.

Teaching approaches at Walter Halls are designed to be accessible for all learners and based on Rosenshine's principles of learning, for example:

- Regular and high-quality modelling
- Effective explicit instruction, regularly revisiting prior learning
- Helpful scaffolding that is reduced over time to encourage independence
- Flexible groupings so that children learn alongside a range of other abilities
- Adapted to ensure that gaps in foundational knowledge are prioritised quickly
- 'Live marking' and high-quality formative assessment

Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective. Individualised instruction | EEF

Effective adaptations - We have created a progression of learning and assessment of learning, to support children who are working significantly below that of their peers. This is to support children who access the Pre-Key Stage standards. We have put training and support in place for children so we can ensure these children are making good progress and, in some cases, accelerated progress. This has been implemented and reviewed continuously as our cohorts have changed. More research has been conducted by the EEF and the DFE and we have used this and reflected it within our approached to supporting all of our learners.

"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered." Page 99 of *SEND code of practice: 0 to 25 years - GOV.UK*

Our feedback and marking policy is a school-wide approach which aims to support all of our learners and ensure their learning is assessed formatively, at the point learning occurs so it can be most effective. We have monitored this and continue to put CPD in place to support teachers and teaching assistants with this to ensure best practice (Feedback | EEF)

Overall expectations for all teaching staff are that:

- They are responsible for the progress of all SEND children on their registers
- They plan inclusively from the outset, adapting resources to suit a wide range of learners
- They will adapt their teaching approaches to suit all learners, as much as is possible, within the same classroom environment, rather than relying on withdrawing children to learn elsewhere

Behaviours, relationships and good attendance are all central to our inclusive approach:

We aim to offer early support and work exceptionally hard to reduce suspensions and permanent exclusions, knowing that these approaches negatively impact on the life chances of our children. We work collaboratively with Nottingham City Education teams to do all we can reduce these barriers. Our universal provision for both phase 1 and phase 2 is generated, based upon evidence from the EEF, as well as from staff expertise and experience of working in an inner-city Nottingham school. We apply Local Authority behaviour support 'INclude' examples too, to ensure best practice within school. (Guide to Inclusive Teaching | EEF)

We have a behaviour policy based on the work of Paul Dix, based on consistent and safe relationships with all adults in school and a simple, well-shared set of expectations. We use a positive school ethos as well as improving logical consequences across the whole school which also aim to support greater engagement in learning. We use a restorative approach to behaviour within school, as although research is still ongoing, we have found a positive impact on repeated incidents as well as a decrease in on-calls for behaviour support since we have implemented a restorative conversation frame. We also have looked to evidence provided by schools who have implemented a restorative approach, such as The Carr Manor School in Leeds, who closely link a lot of their practice to 'Character Education Framework' from the DfE and 'Improving educational outcomes for disadvantaged children':

- We have a simple system with 3 rules to follow: Be Ready, Be Respectful, Be Safe
- We have a clear escalation for unsafe behaviours that is consistently applied

- We take a ‘team around’ approach for complex cases with a range of adults running ‘solution circles’ to see rapid improvements
- We work closely and collaboratively with our families and invest heavily in family support and pastoral care. We have a trained play therapist and a family support worker, alongside 2 behaviour mentors, who work across the whole school offering bespoke planned support.
- We use an ‘on call’ system for adults to use each day, that seeks to reduce lost learning time due to disruptive behaviours. If teachers cannot teach and other children cannot learn, support is swift and tracked strategically to escalate next steps
- We make clear links between safeguarding and attendance. We have both clear boundaries, consistently applied, for poor attendance as well as attendance initiatives that motivate our families to attend well.
- We have rigorous systems for tracking attendance for all of our multiple vulnerabilities. These are examined termly and shared with all adults involved, for further support to be implemented to see positive change
- We are committed to ongoing staff training and keeping the profile of what constitutes effective behavioural support high on our agenda for all groups of staff. We aim to develop a coaching model to ensure all of our staff feel confident and can offer a consistent, safe approach. We want our staff to be trauma-informed and be highly-skilled practitioners when it comes to de-escalation and effective support for a whole range of SEND needs.

Improving educational outcomes for disadvantaged children - NAO report
Character education framework - GOV.UK
EEF | Developing relationship skills

Staffing models and CPD priorities:

We have a SENDCO who co-ordinates support in a range of ways; both within school and with external partners. Our SENDCO oversees the provision offered in ‘The Helm’, which is our enhanced provision for specific SEND complexities. We have written a rationale for which children will access this enhanced provision, which can be found on our website, here: https://www.walterhallsprimary.co.uk/web/send/668306

Our senior leadership team comprises of a headteacher and two assistant heads. They oversee quality first teaching within all classrooms and, along with the SENDCO and class teachers, will co-ordinate relevant support and escalation. One of our Assistant Heads oversees provision for specific SEMH barriers, in conjunction with our two behaviour mentors. We are developing a second base, called ‘The Crows Nest’ and have written a rationale for which children should access this provision. This can be found on our website here: https://www.walterhallsprimary.co.uk/web/send/668306

We draw upon the expertise of a full-time family support worker, who has worked in our local area in both social work and early intervention family support. We also employ a part-time play therapist, who does play-based and directive work with specific children. Both of these staff members form part of our safeguarding team, alongside senior leaders, allowing a wholistic approach to be implemented to children facing multiple vulnerability.

We regularly review what training requirements are needed for all of our staffing teams. We prioritise quality first teaching approaches, such as effective adaptive teaching methods and the

use of evidence-based interventions. These are tracked for impact on a termly basis and are evaluated as part of termly pupil progress meetings.

Current priorities for staff training are outlined in this Inclusion Strategy, in the 'Activity this year' section and will be reviewed regularly to match current and growing need.

Identifying need - a graduated approach

In addition to our universal provision, we are committed to ensuring early identification of need. In order to do this, we apply a consistent model cycle of **Assess → Plan → Do → Review** through continuous assessment (both formative and summative), specific and detailed observations and regular gathering of pupil and parent feedback.

Our thresholds for taking further action will follow **Universal → Targeted → Targeted Plus → Specialist.** This can be seen as a layered provision approach:

Level	Description (school to adapt)
Universal	Core teaching and inclusive classroom practice for all pupils
Targeted	Short-term small group/individual support
Targeted Plus	Structured interventions with measurable outcomes
Specialist	External agency involvement / EHCP provision

Children may require specific pupil progress plans, once they are accessing targeted provision. These plans will always be:

- Specific in what areas of learning are being targeted
- Measurable for how we know when a child has achieved them
- Reviewed regularly so that we can evaluate the impact the targeted provision is having

Targeted and Specialist:

We use the EEF's teaching and learning toolkit in order to ensure all of our interventions are evidence backed. We then measure the impact of using NFER assessment results, formative assessment data, tracking behaviour logs and gathering pupil and teacher voice.

At Walter Halls we have developed a range of targeted provision, based on the Education Endowment Foundation (EEF) research, DfE guidance and RISE support recommendations. **Examples of these are as follows:**

Targeted provision (Short-term small group/individual support)**:**	**Evidence base:**
Social & Emotional Learning (S.E.L) groups for example: Lego group for self-regulation and turn-taking, OPAL/ Outdoor allotment group. These interventions seek to improve pupils' decision-making skills, positive interactions with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	Social and emotional learning | EEF Mental health and behaviour in schools - GOV.UK We trialled these interventions with key pupils and reviewed the data from our behaviour logs and on-call logs. From this we could see a big impact had been made and so we now run an S.E.L intervention in each year group, as well as running some across our phases to explicitly target specific areas that children find difficult
Teaching assistant-led core subject focus: Stronger Foundations support, times tables booster, reading fluency, phonics booster groups, handwriting and fine motor skills	Oral language interventions | EEF Reading comprehension strategies | EEF Teaching Assistant Interventions | EEF A review of evidence-based teaching-assistant-led interventions | Ambition Institute Progress and projected end of year attainment are tracked termly. A HLTA collaborates across all year groups to gather impact data together so that senior leaders and class teachers can evaluate strategically
'ShREC': throughout EYFS (shared with KS1)**Sh**are attention, **R**espond, **E**xpand, **C**onversation - Used to develop oracy and spoken language. Includes staff training on vocab ideas made visual for all adults in EYFS.	The ShREC approach | EEF Reduces closed question, more focus on developing and understanding a wider range of expansive vocab.
'Say a poem' - F1 for all children to build vocabulary and develop oracy through poems	Say a poem - Ruth Miskin Literacy Oral language interventions | EEF
'Dough Disco' - there are children still developing the strength for pencil grip and are not yet able to hold a pencil securely for writing.	Dough Disco Guide 2026: Evidence, Moves and a 6-Week Plan
'The Crow's Nest' sensory space – for dysregulation and specifically targeted SEMH needs. A specially designed environment is available whilst we develop all classroom environments to meet this need	Social and emotional learning | EEF Mental health and behaviour in schools - GOV.UK DfE Evidence Review: Sensory & Physical needs
Peer-led phonics support: Phonics ambassadors from KS2 are routinely deployed to support KS1 children or lower-attaining readers. These children have been 'trained' by our English Lead and Phonics lead to ensure they are supporting the children effectively. Impact is reviewed termly.	Peer tutoring | EEF. Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school. Peer tutoring seems most effective when used to review or consolidate learning, rather than introducing new material.

Targeted plus (Structured interventions with measurable outcomes)**:**	**Evidence base:**
'The Helm' Enhanced Provision: an additional learning space which is specifically set up to cater for the needs of pupils with significant SEND, who cannot access their classroom learning full-time. We aim for this to be a hybrid provision wherever possible.	EEF evidence: SEND in mainstream schools DfE research: resourced provision We have written a rationale for children who should access this provision, which can be found on our website, here: WH website: SEND
'The Hub' daily SEND support and lunchtime provision: a small group provision specifically for pupils with significant SEND, as an 'over-spill' provision for 'The Helm' to ensure access to a bespoke curriculum is considered for our high level of SEND learners. Hybrid provision.	EEF evidence: SEND in mainstream schools DfE research: resourced provision
Phonics 'pinny time': F2 – staff revisit and practise what the children are learning. Staff across phase 1 use their phonics experience and knowledge to incorporate opportunities for letter sound correspondence	EEF | Teaching letter-sound correspondence
Bucket Time: Intensive support with the primary goals of developing shared attention and focus, building communication and language skills, encouraging turn-taking, waiting, and engagement and to promote positive social interaction through fun and motivating activities	(PDF) An evaluation of the effectiveness of using the Attention Autism programme as an intervention for increasing the level of attention during an adult led activity in pupils with Autism Spectrum Condition
Early Talk Boost: a targeted early language intervention aimed at three- to four-year-old children. The programme is designed to support children who require a targeted approach to develop their speech, language and communication skills, allowing them to catch-up with their peers.	Early Talk Boost - second trial | EEF The programme is nine weeks long and comprises three 15 – 20-minute sessions a week. It is usually delivered to small groups of six to eight children.
SNIP dyslexia programme: a targeted programme of support for dyslexic learners aimed at KS2	EEF SEND Evidence Review SNIP dyslexia overview Delivered once per week with follow-up activities to link into classroom learning

Play therapy: We employ a school-based play therapist, who delivers play-based and directive work with a range of children. This play therapist forms direct links with external bodies, such as NSPCC and Nottingham's Mental Health Support Team (MHST)	**EEF: One to One support** **Mental health and behaviour in schools - GOV.UK** Specific children are targeted via the safeguarding team and links with behaviour support 'team around' meetings. Impact is gathered on entry and exit points after allocated sessions have been completed.
MHST – small group, individual, whole class and parent/carer sessions: Weekly visits from allocated MHST worker enables us to offer a range of targeted support for children and families experiencing mental health, trauma, neurodiverse barriers in accessing education.	**Mental health and behaviour in schools - GOV.UK** **Mentoring | EEF** **Social and emotional learning | EEF** Specialist in-house support from external professionals strengthens and compliments our in-school offer
Behaviour mentoring: Behaviour interventions and use of behaviour mentors to check-in and support with specific children. Specific and pre-planned support, as a result of a 'Stage 7' Team Around the child approach. A focus on behaviour for learning and access to the classroom. Our Learning mentor also supports in class and has specific lessons he teaches in order to teach behaviour for learning within a classroom environment.	**Behaviour interventions | EEF** **Behaviour in schools - GOV.UK** **Improving behaviour in schools: 6 recommendations in new EEF… | EEF** **Mentoring | EEF** Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, home-life barriers, trauma, bullying etc.
Family support and intervention: We employ a school-based family support worker who is our lead DSL. This ensures we support the child wholistically and via tailored support offered to parents and carers	**EEF parental engagement** The EEF says that schools can see benefits from high involvement and engagement with parents and carers. This impact can be seen in improved relationships, attitudes towards school and behaviours for learning.
Breakfast Club: A free provision for pre-identified children, chosen by safeguarding leaders, enables bespoke support for a small group of children who benefit from a nurturing start to the school day.	Similar to EEF 'Magic Breakfast' research but adapted for our specific context. Attendance and punctuality are targeted as well as additional nurturing opportunities to ensure these children have support at the start of each school day and begin their day with a nutritious breakfast. **EEF: Breakfast provision**

Partnership working – specialist provision and external involvement:

We are committed to seeking early help for any child facing significant barriers to learning, once assessment shows us that universal and targeted provision is not adequately bringing about progress. We will work in partnership with specialist and external agencies to ensure joined-up support is implemented. We currently work with:

- Nottingham City Educational Services, for example: the 'INclude' behaviour support team, SEND caseworkers, Fair Access panel, Children's and Education Safeguarding team, Virtual school and Inclusive Learning team
- Family Help services, Children's social care, Health and social care partners
- Educational psychology and outreach
- MHST & CAMHS teams
- Wider networks of schools within Nottingham City and local areas

Partnership working – parents, carers, families:

Our families are viewed as partners in the planning and reviewing process of inclusion provision for their children. Their voice, and the voice of the child, informs the support and provision we seek to implement. We work hard to ensure that communication is:

- Regular with clearly agreed review points
- Accessible and easily understood by all involved
- Purposeful in supporting the child as the central focus

Our main aim is to explain exactly what support is in place and the expected outcomes of this and to clearly define supportive next steps.

Activity in this academic year

*The 7 areas of inclusion: ***1)*** *ambitious leadership and governance that embeds inclusion,* ***2)*** *evidence-based support prioritising early intervention,* ***3)*** *high quality adaptive teaching with curriculum designed for all learners,* ***4)*** *enriching provision beyond the classroom that all children can access,* ***5)*** *a safe and respectful culture fostering belonging, attendance, and participation in learning,* ***6)*** *strong partnerships with families and wider services,* ***7)*** *inclusive environments with continuous improvements to accessibility*

***Type – Universal provision (U) or Targeted provision (T)*

ACTIVITY: 2026-27	**AREA OF INCLUSION (1-7)***	**TYPE (U/T) ****	**TOTAL BUDGET £**
1)Allocation of Inclusive Early Years Fund: Extend working hours of support staff member in order to run targeted support for pre-identified behaviour for learning needs in F1/Nursery provision.	2, 3, 5	T	£2204 (IEF)
2)'The Helm' and 'The Hub' development: improve staff training opportunities, in conjunction with local authority partners and via peer collaboration, implementing external auditing. Invest in appropriate resources to match range of needs and EHCPs. Redeploy effective staff ratios for teaching assistants. Implement Level 4 TA leader, overseen by SENDCO and allocated PPA time to improve provision. Improve parental links with bespoke feedback mechanisms. Strengthen links with attendance and safeguarding teams, tracking attendance needs and implementing bespoke support. Review lunchtime provision with regards to staffing ratios and quality of access to effective play. Ensure sufficient time for effective HLN bidding and regular review of resource – part-time SENDCO. Engage with further training from autism team.	2,5,6, 1	T	£23,500 (IMF) £1621.50 LA SEND support package (Notional) £34,542 L4 TA deployment (Notional) £600 Resources (Notional) £4500 SENDCO release time (Notional)
3)Sensory and inclusive environments: Plan and resource 'The Crow's Nest' to meet the needs of SEMH learners and those with high-level sensory needs. Audit costs and plan to roll-out into other areas of school, starting with F2 environments and then pre-identified classrooms where this need is most prevalent. Future plan for budget allocation and site modifications. Continue to work in collaboration with local authority Include service (behaviour support) and SEND leaders to evaluate provision and approaches to SEMH support	7,1,2	U	£1091 Resources (Notional & IMF)
4)Universal provision: Launch Voice 21 project across school to improve oracy and communication skills, implementing external staff training. Implement effective CPD for 'strong foundations' of learning and assessing these gaps in every year group. Use staff training sessions to improve teacher's skills in effective lesson structures that challenge all learners. Invest in resources that support effective adaptations in the classroom. Run staff training sessions on evidence-informed approaches to targeted provision and interventions. Improve impact tracking and assessment for targeted provision and interventions in every year group – assign and up-skill Level 4 TA to oversee. Leaders to run case study models of monitoring and evaluate teacher knowledge of most vulnerable learners.	1,2,3, 4,5	U	£2590 Voice 21 (Notional) £4500 TLR Leadership time (Notional) £2000 Resources (Notional) £114,533 All targeted provision – as listed (Notional plus Pupil Premium fund)

Monitoring Impact

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 this year	Intended outcome & success criteria within 3 years
1)Specific learning needs of children accessing the Nursery provision will be assessed quickly with provision matched to need. Early identification will allow for greater progress for all and will support effective transition into Reception.	1)Children identified early, for support, will be making substantial progress from starting points. Their gaps in strong foundations of learning will be provided for. They will be accessing adapted learning within the classroom. Learning behaviours will be secure.
2)Children with significant SEND needs will all be receiving learning that is well-matched to their needs and EHCPs. Staff will be equipped and resourced well enough in order to deliver effective learning in a suitable environment.	2)Staff will have received comprehensive training for a range of SEND learners and will be confident in planning and resourcing this provision. The delivery of learning will be bringing about strong progress for a range of SEND learners. Approaches to adaptive learning in The Helm and The Hub will be shared across all areas of school and will be starting to support other learners in their classrooms.
3)Episodes of dysregulation will be well-managed and incidents of low-level disruption will continue to reduce. Children with SEMH needs will be accessing learning and support, reducing frequency of suspensions and pathways to exclusion	3)Learning environments will be starting to reflect a whole-school approach to SEMH and trauma-informed provision. Sensory spaces will be multiple with children able to learn in environments that suit a range of sensory needs instead of needing to access The Crow's nest for regulation. Staff will be trained and confident in designing their learning environments to suit these needs
4)English and Curriculum leaders will be equipped to roll-out further training for oracy in the classroom, with external support from Voice 21. A package of effective CPD will be underway to make these improvements. All staff will be able to identify and assess gaps in strong foundations of learning and transition in summer term will be improved. Teachers will be delivering lessons with adapted structures to support better engagement from a wider range of abilities. Classroom environments will be better resourced to deliver adapted provision	4)All classrooms will show high levels of adaptation and quality-first teaching for all learners. Interventions undertaken outside the classroom will be limited and will evidence strong impact on progress. Engagement from all learners will be strongly evident in all classrooms and children's specific needs will be matched with well-adapted provision. Teachers will talk confidently about starting points, progress and provision for all learners and especially for their most vulnerable learners. Case study evidence will show a strong inclusive approach across school.

Governance & Accountability

Our inclusion strategy is overseen by our board of Governors and we have an allocated Governor who monitors and evaluates this strategy, along with our Pupil Premium Strategy, in conjunction with senior leaders. We work collaboratively with other schools and seek external scrutiny of our approaches and the impact they have, via auditing, peer observation and collaboration with local authority teams. We measure impact termly and draw together impact statements, reviewing next steps of development.

Publication and Review

The first version of this strategy will be published by December 2027 and reviewed annually thereafter.

Review of the previous academic year – FIRST REVIEW DECEMBER 2027

The impact that our strategy is having on pupils' engagement, participation, attendance, sense of belonging, and attainment:

Review of outcomes against success criteria this year – 2026/27	**Next steps in order to achieve intended outcomes by the end of the 3-year strategy**
Data shows…summative assessment indicates… Formative assessment gathered shows… Observations show… Attendance… Engagement in… Early identification of… Pupils tell us…	