

Inclusion Strategy for Ingoldisthorpe C of E VA Primary School - December 2026 - December 2027

Inclusion Strategy – Ingoldisthorpe C of E VA 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). The Inclusion Strategy will be written and updated every year in December.

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	September 2026 - December 2027
Date this statement was published	24 th September 2026
Date on which it will be reviewed	1 st September 2027
Statement authorised by	Julia Norman (Head) Amy Taylor (SENDCo)
Statement agreed by	Grant Lockhart-White (Chair of Governors)
Date agreed by governors	24 th September 2026

Statement of intent

At Ingoldisthorpe C of E Primary School, our ultimate objective for pupils with Special Educational Needs and Disabilities (SEND) is to empower them to achieve their full potential, aim high to reach their goals and to confidently negotiate the modern world. We aim to instill a love of school, learning and enable all children with SEND to see success. Guided by our Christian ethos, we ensure that no child is 'lost but is found' Luke 15: 11-32. We endeavour to teach, encourage and ensure that every child is ready for their next steps through a holistic, ambitious approach encompassing the seven core inclusion principles.

- > **Ambitious Leadership and Governance:** Our leadership team and governors are knowledgeable and champion an uncompromising culture of inclusion, ensuring SEND strategy is at the heart of school improvement and resource allocation. The governing board are dedicated to ensuring all children are able to access a broad curriculum as well as a wide range of activities, experiences and opportunities.
- > **Evidence-Based Support & Early Intervention:** We prioritize early identification, utilising robust interventions to address learning gaps swiftly before they widen, maximizing long-term outcomes. We aim to support all children in making progress and achieve, in some case we support children in making accelerated progress through evidence based and high quality interventions such as small group work, Little Wandle rapid catch up, 1:1 pre-teach and re-teach sessions and mastering number.
- > **High-Quality Adaptive Teaching:** Our curriculum is deliberately designed for all learners, with topics chosen to increase knowledge and built engagement. Teachers skillfully adapt classrooms and tasks, scaffolding activities so that SEND pupils access the same rich, demanding curriculum as their peers. Teachers maintain high expectations for all pupils and monitor progress to recognise difficulties early.
- > **Enriching Provision Beyond the Classroom:** Inclusion extends past the academic and helps to encourage other areas of the world where children can shine. We ensure all extra-curricular activities, trips, and clubs are fully accessible, allowing SEND pupils to develop life skills and discover unique talents and experience the world. All extra-curricular events and activities are open to all pupils, SEND pupils will be supported to access these special events and adaptations will be made to ensure they
- > **A Safe, Respectful Culture:** We foster a deep sense of belonging and mutual respect. Our 3B school rules and our class rules, emphasise our love for each other and our respect for our differences. This supportive environment directly drives high attendance, active participation, high levels of engagement and emotional resilience. We use the Thrive approach to supporting children's

emotions and ensure that all children are supported when they struggle, all teachers place a high significance to time to talk and supporting children by showing them emotions and difficulties are manageable and can be overcome.

- **Inclusive Environments & Accessibility:** We are committed to continuous improvements to our physical and digital infrastructure, actively removing environmental barriers to learning. We utilise our unique school environment and aim to ensure it is accessible, friendly and a calming environment for all. We have strong links with Access Through Technology (ATT) and the Refresh programme to ensure we are ready with supportive technology for all of our students.

Central to our vision for inclusion is a profound dedication to collaboration and communication. We believe that true inclusion extends beyond our school gates; therefore, we work closely with our families, external professionals, neighbouring schools, and the wider community. By maintaining transparent, collaborative communication and sharing best practices with local educational partners, we create a clear and beneficial support network. This collective approach not only uplifts our own students but actively drives forward the standard of inclusion across our entire locality.

Through these principles, Ingoldisthorpe C of E VA Primary School ensures that SEND pupils do not merely cope and manage day to day, but shine and truly thrive—leaving us for high school as independent, capable, respectful individuals prepared for the future and their own unique next steps.

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. We have identified the most prevalent 5 barriers to learning in our school and how we are helping to support them, this list is not the full list of barriers but covers the most significant difficulties for our SEND students and how we will support them for better future progress and achievement.

	Detail of barrier to learning (including notable trends or themes over time, such as a growing prevalence or increasing complexity)
1	<u>Accessible route to the field and outside area with ease of access</u> <i>Our current access to the field is decked and is in poor condition. The slopes are very steep, and the decking can be slippery. The decking has multiple levels, is flexible and has a section of wood chip making moving around difficult for all of our SEND children with difficulties with mobility and co-ordination.</i>
2	<u>Dyslexia and its accompanying difficulties.</u> <i>Approximately 13% of children at Ingoldsthorpe C of E VA Primary School struggle with Dyslexia or dyslexic difficulties including working memory difficulties, slower processing speed, difficulties understanding multi-step instructions, difficulties with word reading, letter formation and writing as well as difficulties with time management and organisation.</i>
3	<u>Speech, language and communication difficulties in EYFS</u> <i>Approximately 14% of our Reception and Nursery children have complex difficulties with speech sounds, communication and understanding language. Children join our Little Owls Nursery setting. Many children joining our Nursery setting struggle to communicate effectively and use the correct speech sounds.</i>
4	<u>Emotional regulation understanding and ability to communicate socially</u> <i>Many of our students (both neurodiverse and neurotypical) struggle with emotional regulation difficulties and with managing their growing emotions, worries and concerns. Many children at our school struggle to communicate with peers and understand their complex emotions during social situations.</i>
5	<u>Need for movement/ brain breaks as many struggle with focus</u> <i>Many of our children struggle with focus and concentration, movement breaks and short structured pauses in learning which include physical activity (backed by EEF research would help support our children with energy and concentration difficulties. Movement and brain breaks only last 2-5 minutes in each long lesson to support our children who need movement and focus breaks.</i>

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 (<i>noting evidence and barrier numbers addressed</i>)	Activity type (<i>whether it is universal or targeted</i>)	Total budgeted cost (<i>this should account for spend from IMF and core budget allocations</i>)
Barrier 1 > safe and secure accessible area leading to our field/ outdoor areas. We will work alongside the Diocese of Norwich to replace our decking and unsuitable slopes with hard standing. To make the slopes suitable for all students and ensure one level and limited number of steps to enable those with mobility difficulties to access our whole school site.	Universal	£4000 (contribution to 10% of cost to support with capital works)
Barrier 2 > dyslexia difficulties in our school. We will train all teaching staff about dyslexia friendly strategies using https://learn.microsoft.com/en-us/training/paths/dyslexia-training/. This will allow staff to become more knowledgeable and to better support	Universal	£500 (to support with cover and time for staff to complete the training)

our students with dyslexic tendencies or diagnosed dyslexia. Dyslexia screening tool purchased for children to access for staff to better support them with diagnostics and interventions targeted at their areas for development using Talamo. Dyslexia friendly resources including coloured overlays, coloured dry wipe boards, coloured exercise books, coloured copies and paper, ergonomic pens and dyslexia friendly reading books. Chunked and visual supports for instructions to be used and displayed within the classrooms and as part of classroom practise.	Targeted Targeted Universal	£12 x 10 pupils = £120 £500 (resources)
Barrier 3 > speech, language and communication needs. Speech and language training for all EYFS staff using resources and specific training from Chatty Boxx (a local charity for non-verbal or SCLN children.) Purchase of Wellcomm Early Years Toolkit (ages 6 months to 6 years) to support our children with SLC needs. Visual pictures for reference/ cue cards/ PEX lanyards for all EYFS staff	Universal Targeted Universal	£60 (cover for training and additional resources) £950 (£750 for resources and £100 for annual subscription and £100 for cover costs for screenings) £25 (purchase of resources)

Barrier 4 > emotional regulation support and social communication. Thrive updates (2 x per year) to cascade WIN, PACE and fight/ flight principles as well as de-escalation techniques and shining the light. New RSE curriculum to be designed and curated for our students. Parents will be consulted about new curriculum to enable them to support our teaching. Curriculum will be tailored for SEND students and delivered in a dynamic way for full access (small group or 1:1) Class based sensory and regulation resource calm boxes to help children manage their emotions, to include sensory items and supportive tools for children to use when they need them.	Universal Universal/ Targeted Universal	£250 (cover for staff training and for mentoring/ coaching other staff) £250 (cover for parent consultation, student feedback and curriculum design for subject leader and tailored resources for SEND pupils) £250 (5 boxes to be collated for each class to have, containing fidgets, ear defenders, putty, poppits, blankets, mini sensory circuit, headphones)
Barrier 5 > movement/ brain breaks to aid focus and concentration Movement breaks built into the curriculum time and every lesson. The children will become used to focus breaks and able to focus over longer periods of time.	Universal	

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
To have a safe entry to our outdoor area and field, welly storage areas must be safe and usable with suitable slopes and limited steps.	- Removal of current decking and wood chips - Removal of unsuitable slopes and steep entrances - Completion of hard standing areas on one level to join Maple class and Oak Class/ library cabins - Creation of suitable slopes and limited steps to access the field in a safe and secure way - One level access between classrooms to be prioritised so that all children have full access to the school site
Staff to be knowledgeable and meet the needs of our Dyslexic learners and our emerging needs	- Staff will have completed training by July 2027 - Dyslexia screening tool will be used to support the emerging needs of children - The school will have a wide range of dyslexia friendly resources available in each class to ensure that children's needs are met and they feel safe within the classroom - Interventions will run to support working memory and support progress of children with dyslexic traits and difficulties - Chunking of instruction and visuals will be used as part of every lesson
EYFS staff will become knowledgeable and have a system to support children with SLC needs	- Wellcomm will be purchased for use and targeted support for children with speech difficulties - Staff will have speech and language training and training on how to use the Wellcomm system - Pictures for reference and PEX symbols will be widely used in the EYFS rooms and displayed around to support all children/ lanyards.
Children will feel safe, secure and knowledgeable about how to stay safe in the growing modern	- New RSE curriculum will be being taught and accessed by all students - RSE books will be being used to monitor the progress of all children in RSE

world. All classes will have sensory equipment as part of everyday practise and they will be available for all.	- Sensory boxes will be in each class and will be used and acknowledged in the classroom - All children will know what they are and how they can be used appropriately - All staff will understand the shine the light method and the concepts of WIN and PACE - Thrive resources can be seen around the school and are actively heard and utilised by staff
Movement/ brain breaks to help children with sensory regulation and support their concentration during lessons	- Movement brain breaks will be seen being used every afternoon - Children will be used to stopping and having a few minutes to stretch, move and be active during longer sessions (these will not just be 5-10 min break outside) - There will be a reduction in toilet breaks and an increase in lesson engagement/ behaviour

Review of the SEND attainment data 2025/2026

	School data	SEND data	Comments
2025 > GLDs EYFS	87%	0%	35% of GLDs were passed for all children including SEND
2025 > Y1 phonics check	96%	100%	22/23 children passed and all SEND pupils passed their phonics check
Y4 > Multiplication check	76%	60%	Calculated on 13+ (50%) Average mean score 19/25
2025 > Y6 Reading SATs	94%	67%	2 out 3 children passed reading
2025 > Y6 Writing SATs	83%	0%	All 3 children struggled with writing and after significant support did not meet the age-related expectations, remaining WTS
2025 > Y6 Maths SATs	94%	67%	2 out of 3 children passed maths
2026 > GLDs EYFS	94%	100%	All SEND children passed their GLDs
2026 > Y1 phonics check	100%	100%	All 15 children passed their phonics check

Attendance 2025/2026	96%
Absence 2025/2026	4%

Review of the previous academic year

Not applicable - we are currently in Year 1 of our Inclusion Strategy so we cannot review our previous year.

EARLY YEARS INCLUSIVE FUND

At Ingoldisthorpe C of E VA Primary School, we have received £639.53 of funding for SEND children in our Early Years setting. This funding can be spent on:

- Workforce training, coaching and peer networking to build confidence of staff with SEND children
- Specialist resources, visual supports and communication friendly approaches to improve sensory regulation, interactions and access to learning
- Adaptations to indoor and outdoor environments including quieter spaces, flexible spaces and sensory areas to improve independence, participation and accessibility
- Inclusive routines, activities and learning opportunities alongside peers
- Strengthen practice in early identification, graduated support and working in partnership with parents
- Improved transitions within setting and into school for children with additional needs
- Stronger links with health, education, family support and SEND services.

Our EYFS team have used the funding/ or are planning to use the funding to improve our outdoor and indoor environments to create flexible spaces for our SEND learners. We plan on training our staff to gain further expertise in supporting our students with speech and language difficulties, as well as gaining training for our new Speech and language programme Wellcomm. We will use a flexible space to help children have a quieter area to be able to communicate and engage with their peers while also supporting a flexible space for children to transition calmly into setting from their home environment. If funding extends, we will also purchase specialist sensory resources for our children to support emotional regulation, especially during transitions.