

Inclusion Strategy – Chapel St Leonards Primary School & Nursery

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	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Headteacher

Statement of intent

At Chapel St Leonards Primary School & Nursery, our vision of 'Ambition for All, Limits for None' drives everything we do. We believe every pupil, regardless of need, deserves to flourish academically, socially and personally within a nurturing, inclusive community.

Our ultimate objectives are to ensure that all pupils with additional needs and SEND receive high-quality, adaptive teaching and timely, evidence-based support that enables them to achieve their full potential and participate fully in school life. We are committed to removing barriers to learning and belonging so that every child thrives alongside their peers.

Our inclusion strategy works towards these objectives by strengthening our universal offer through enhanced adaptive teaching, early identification of need, and whole-school professional development. We recognise that high-quality teaching is the most important lever for improving outcomes for pupils with SEND, and we prioritise building staff capacity to meet a wider range of needs within the mainstream classroom. Where pupils require additional support beyond our universal offer, we provide carefully targeted, evidence-based interventions delivered by trained staff.

The 7 principles of inclusion are addressed throughout our strategy:

1. Ambitious leadership and governance that embeds inclusion – Senior leaders and governors maintain inclusion as a standing agenda item, with clear accountability for outcomes.
2. Evidence-based support prioritising early intervention – We use the graduated approach (assess, plan, do, review) and draw on EEF-endorsed strategies to identify and address needs early.
3. High quality adaptive teaching with curriculum designed for all learners – All teachers embed scaffolding, explicit instruction, and flexible grouping to ensure every pupil accesses learning.
4. Enriching provision beyond the classroom that all children can access – Trips, clubs and enrichment activities are planned with accessibility at the forefront, reflecting our improvement priority for enrichment.
5. A safe and respectful culture fostering belonging, attendance, and participation in learning – Our restorative practice approach and strong pastoral support ensure all pupils feel safe and valued.
6. Strong partnerships with families and wider services – We work closely with parents, carers and external professionals to co-produce support plans and share information.
7. Inclusive environments with continuous improvements to accessibility – We continually review our physical and learning environments to remove barriers.

Family and community involvement has shaped this strategy. We consulted parents and carers through surveys, and individual conversations. Their feedback highlighted the importance of clear communication, early identification, and ensuring all pupils can access enrichment opportunities. Pupil voice has also informed our approach—children told us they want to feel included in lessons and have their achievements celebrated.

This strategy reflects our school's context: 68% of pupils are eligible for Pupil Premium, and 29% are identified with SEND (16% SEND Support, 13% EHCP). Many families live in areas of significant deprivation. These factors reinforce our commitment to an inclusive, universal offer that benefits all pupils while providing targeted support where needed.

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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	A growing number of pupils present with complex SEND and significant needs that cannot be fully met within the mainstream classroom without enhanced adaptive teaching, specialist staff development, and carefully structured support. This trend has increased year-on-year, with rising numbers of pupils requiring support for cognition and learning, communication and interaction, and social, emotional and mental health needs. The complexity of individual profiles has also intensified, with more pupils presenting with co-occurring needs that require coordinated, multi-agency approaches and highly skilled classroom practice to ensure meaningful participation and progress alongside their peers.

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>
Whole-school professional development programme focused on adaptive teaching and the 'Five-a-day' strategies for SEND. All teaching staff will receive sustained training on scaffolding, explicit instruction, cognitive and metacognitive strategies, flexible grouping, and the use of technology to support pupils with SEND. This is informed by the Special Educational Needs in Mainstream Schools guidance report, which identifies these as strategies with strong evidence for effectiveness. Training will be delivered through staff meetings, coaching triads, and collaborative planning time, following the EEF Guide to Implementation to ensure fidelity and sustainability. Principle of inclusion: high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 1	Universal	Inclusive Mainstream Fund: IMF + core budget
Strengthening the graduated approach (assess, plan, do, review) through enhanced SENCo capacity and staff coaching. Additional SENCo time will be allocated to support class teachers in building holistic understanding of pupils' needs, co-producing support plans with families, and reviewing impact termly. This approach is recommended by the Special Educational Needs in Mainstream Schools guidance report, which emphasises that assessment should be regular, purposeful, and involve multiple stakeholders. The SENCo will provide in-class coaching to model adaptive strategies and support teachers to embed inclusive practice.	Universal	IMF + core budget

Principle of inclusion: evidence-based support prioritising early intervention. Barriers addressed: 1		
Development of inclusive enrichment provision ensuring all pupils, including those with complex SEND, can access trips, clubs and extra-curricular activities. We will audit current enrichment opportunities for accessibility, train staff in making reasonable adjustments, and allocate resources for additional adult support where needed. This aligns with our school improvement priority for enrichment and the DfE's expectation that all pupils should have the opportunity to participate in school life beyond the classroom, as outlined in Inclusive mainstream fund: best practice for schools. Principle of inclusion: enriching provision beyond the classroom that all children can access. Barriers addressed: 1	Universal	IMF + core budget
Embedding restorative practice and relational approaches to behaviour to foster belonging and participation. Building on our school improvement priority, all staff will receive training in restorative approaches to support pupils' social, emotional and mental health needs and reduce barriers to learning. This is supported by the Special Educational Needs in Mainstream Schools guidance report, which highlights that a proactive, positive approach to behaviour benefits all pupils and can reduce challenging behaviour. Restorative circles and check-ins will become embedded practice across the school. Principle of inclusion: a safe and respectful culture fostering belonging, attendance, and participation in learning. Barriers addressed: 1	Universal	IMF + core budget
Targeted small-group and one-to-one interventions for pupils with complex SEND, delivered by trained staff. For pupils whose needs cannot be met through the universal offer alone, we will implement carefully selected, evidence-based interventions matched to individual learning profiles. Interventions will be time-limited, regularly reviewed, and delivered in addition to (not instead of) high-quality classroom teaching, in line with the Special Educational Needs in Mainstream Schools guidance report. Teaching assistants delivering interventions will receive specific training and be deployed to supplement, not replace, teacher-led instruction. Principle of inclusion: evidence-based support prioritising early intervention. Barriers addressed: 1	Targeted	IMF + core budget

Strengthening partnerships with families and external services through termly SEND reviews, parent workshops, and multi-agency coordination. We will hold termly review meetings with parents and carers of pupils with SEND, co-producing support plans and sharing progress. Parent workshops will focus on supporting learning at home and understanding the graduated approach. We will strengthen links with speech and language therapists, educational psychologists, and other specialists to ensure coordinated support. This reflects the DfE's expectation for strong partnerships, as set out in Inclusive mainstream fund: best practice for schools, and the EEF's emphasis on involving parents in the assess, plan, do, review cycle (Special Educational Needs in Mainstream Schools). Principle of inclusion: strong partnerships with families and wider services. Barriers addressed: 1	Universal	IMF + core budget]
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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
Improved progress and attainment for pupils with SEND	Pupils with SEND make progress at least in line with their peers from their starting points, as measured by termly assessment data. The gap between pupils with SEND and their peers in reading, writing and mathematics narrows year-on-year. Pupils with EHCPs make measurable progress towards their individual outcomes as recorded in annual reviews.
Increased staff confidence and competence in adaptive teaching for pupils with complex needs	Staff surveys demonstrate increased confidence in using the 'Five-a-day' strategies (scaffolding, explicit instruction, cognitive and metacognitive strategies, flexible grouping, use of technology). Lesson observations and learning walks evidence consistent, high-quality adaptive teaching across all classes. Pupil voice indicates that lessons are accessible and that pupils feel supported in their learning.
All pupils, including those with complex SEND, participate fully in enrichment activities	Participation data shows that pupils with SEND access trips, clubs and extra-curricular activities at rates comparable to their peers. Pupil and parent surveys indicate high levels of satisfaction with the accessibility and inclusivity of enrichment provision. No pupil is excluded from enrichment opportunities due to unmet support needs.

Improved sense of belonging and wellbeing for pupils with SEND	Pupil wellbeing surveys demonstrate that pupils with SEND feel safe, respected and that they belong at school. Behaviour records show a reduction in incidents involving pupils with SEND, reflecting the impact of restorative approaches. Attendance rates for pupils with SEND improve and are monitored termly against whole-school and national benchmarks.
Effective early identification and intervention for pupils with emerging or escalating needs	The graduated approach (assess, plan, do, review) is embedded and evidenced through high-quality SEND support plans reviewed termly. Pupils' needs are identified earlier, with fewer pupils requiring statutory assessment due to effective universal and targeted support. External professionals report effective coordination and timely referrals.
Strong, trusting partnerships with families of pupils with SEND	Parent surveys indicate high levels of satisfaction with communication, involvement in planning, and understanding of their child's support. Attendance at termly SEND review meetings and parent workshops is high. Parents report feeling listened to and that their views shape their child's provision.