Inclusion Strategy – Newcroft Primary Academy

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 that our current Inclusion Strategy covers	2026-2027
Date this statement was published	November 2027
Date on which it will be reviewed	September 2027
Statement authorised by	Sara Aukland, Executive Headteacher

Statement of intent

At Newcroft Primary Academy, we are committed to creating an inclusive school community where every child is valued, respected and supported to achieve their full potential. Our vision is to provide a positive, nurturing environment in which all pupils can access a broad, rich and enjoyable curriculum, regardless of their individual needs or starting points. We recognise that every child is unique and that some may face additional barriers to learning, development and participation. Through understanding the needs of the whole child, listening to their views and wishes, and making appropriate adaptations and adjustments, we aim to remove these barriers and ensure that all children feel a sense of belonging and have the opportunity to flourish.

Our school values underpin every aspect of our approach to inclusion. We strive to be **Aspirational, Resilient, Creative, Inclusive and Proud**, and these values apply equally to all our learners, including those with barriers to their learning. We maintain high expectations for every child, seeking to raise aspirations, celebrate individual strengths and recognise success in all its forms. We want every pupil to develop confidence, independence and a strong sense of belonging, enabling them to feel proud of their achievements and well prepared for the next stage of their learning journey.

Inclusion is not the responsibility of one individual or team; it is a shared commitment across our entire school community. We firmly believe that every teacher is a teacher of every child and that high-quality teaching is the foundation of effective inclusive provision. Our priority is to ensure that teaching is adaptive, responsive and inclusive, so that the needs of the vast majority of pupils can be met through carefully planned classroom practice, appropriate scaffolding and reasonable adjustments.

We are committed to identifying additional needs as early as possible and responding promptly through robust assessment, high-quality screening tools and the careful monitoring of pupil progress.

Our approach prioritises early intervention, recognising that timely and appropriate support can prevent barriers to learning from becoming more significant. We use a range of assessment approaches to develop a clear understanding of each child's individual strengths and needs, working in partnership with pupils, parents and carers to identify concerns and agree appropriate next steps. Provision is regularly reviewed to evaluate its impact, ensuring that adaptations and interventions are effective and that resources are directed towards the areas where they will make the greatest difference.

Our strategy is underpinned by the seven principles of inclusion, which guide our decisions about leadership, provision, staffing, resource allocation and the ongoing development of our school:

- **Ambitious leadership and governance:** Inclusion is central to our school vision and is the shared responsibility of all leaders, governors and staff. Leaders establish and maintain a culture of high expectations, ensuring that SEND and inclusion are integral to school improvement planning, curriculum development and decisions about the allocation of resources.
- **Evidence-based support and early intervention:** We recognise the importance of identifying needs at the earliest possible opportunity and providing timely, appropriate and evidence-informed support. We use assessment, screening and ongoing monitoring to inform decisions about provision and ensure that interventions respond effectively to pupils' individual needs.
- **High-quality teaching:** We believe that high-quality first teaching is the most important factor in securing positive outcomes for all our pupils. We promote adaptive teaching through appropriate scaffolding, flexible approaches and reasonable adjustments, ensuring that all pupils can access learning, participate and make progress.
- **Enrichment and wider opportunities:** We recognise that inclusion extends beyond academic learning. All pupils should have meaningful opportunities to participate fully in the wider life of Newcroft, including educational visits, extra-curricular clubs, enrichment activities and sporting opportunities. We are committed to removing barriers that may prevent pupils from accessing these experiences.
- **A safe and respectful culture:** We strive to create a school environment where every child feels safe, valued, understood and included. We promote a strong sense of belonging, positive relationships, regular attendance and active participation in learning, ensuring that pupils are supported to develop socially and emotionally as well as academically.
- **Strong partnerships with parents and carers:** We recognise that parents and carers have invaluable knowledge and understanding of their children. We are committed to listening to their views, responding to concerns and developing positive, collaborative relationships at every stage. We have strengthened formal opportunities for parents and carers to contribute to our SEND approach and vision through SEND and mental health workshops and training, annual SEND policy and survey consultations, an additional annual SEND parents' evening, alongside a wide range of less formal opportunities for direct and ongoing conversations.
- **Inclusive environments and accessibility:** We recognise our responsibility to create learning environments that are accessible, welcoming and responsive to the diverse needs of our pupils. We make appropriate environmental adaptations and adjustments to remove barriers to learning and participation, ensuring that pupils can access the curriculum, the wider school environment and all aspects of school life as fully as possible.

Ultimately, our ambition is that every child at Newcroft feels a genuine sense of belonging, knows that their individual needs are understood and receives the support they need to achieve their very best. We want all of our pupils to leave Newcroft as confident, resilient and independent individuals who recognise their own strengths, celebrate their achievements and feel proud of who they are.

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
1	Pupils with SEND and who are Pupil Premium at Newcroft generally have lower attendance rates and higher levels of persistent absence than their peers, highlighting the need for targeted support and proactive intervention to address barriers to regular school attendance.
2	On entry to school in the Early Years, baseline assessments show that an increasing number of pupils are presenting with underdeveloped communication and language skills, in particular functional language skills, alongside delays in their social and emotional development. This has become a growing trend over time, highlighting the need for early identification and targeted intervention to establish strong foundations for learning, communication and positive relationships.
3	Approximately 35% of pupils with SEND across the school are also eligible for Pupil Premium funding. This proportion is notably higher in certain year groups, particularly Year 5 (52%) and Year 4 (50%). This overlap highlights the presence of multiple and potentially compounding disadvantages, which create additional barriers to learning, participation and achievement.
4	Pupils with SEND at Newcroft predominantly present with Moderate Learning Difficulties (MLD), Social, Emotional and Mental Health (SEMH) needs, and Speech, Language and Communication Needs (SLCN). These pupils typically achieve lower academic outcomes at the end of Key Stage 2 than their non-SEND peers. The prevalence of these areas of need has increased over time, creating a growing demand for targeted support, appropriate adaptations to ensure that pupils can access learning, make progress and achieve their full potential.
5	Classroom observations and pupil feedback shows that pupils with SEND can experience reduced confidence when encountering new concepts and unfamiliar learning, which can impact on their engagement, participation and independence in the classroom. Consequently, attainment outcomes for pupils with SEND are generally lower than those of their non-SEND peers.
6	Pupils with SEND at Newcroft can experience greater difficulties in developing and maintaining positive friendships, managing social interactions and regulating their behaviour. Incident records show that these challenges can be particularly evident during less structured times of the school day, potentially affecting their ability to participate fully, build positive relationships and enjoy successful social experiences.

7	There are an increasing number of pupils entering Reception with identified or emerging SEND, who require adaptations to the learning environment to ensure they can access the curriculum, participate fully and engage successfully in learning. This highlights the growing need for flexible, inclusive environments that respond to individual needs from the earliest stages of education.

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.

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)*
Development of a whole school graduated approach to attendance, including identifying roles and responsibilities of staff, pupils and parents. **Evidence base:** Department for Education – Working Together to Improve School Attendance. Education Endowment Foundation (EEF) – Supporting School Attendance EEF – Attendance and exclusions research **Addresses barriers to learning:** 1, 3 5, 6	Universal	£500 from notional budget
Enhance the knowledge and understanding of teaching, learning and office staff in: • attendance and barriers to learning • managing emotions **Evidence base:** Department for Education – Working Together to Improve School Attendance. Education Endowment Foundation (EEF) – Supporting School Attendance EEF – Attendance and exclusions research	Universal	LEPS fee - £4000 from notional budget

EEF – Targeted Interventions to Supplement Universal Provision. **Addresses barriers to learning:** 1, 3 5, 6		
Introduce a Speak Easy therapist for half a day each week to provide enhanced, targeted support for pupils with significant speech, language and communication needs. **Evidence base:** Education Endowment Foundation (EEF) – Oral Language Interventions Department for Education – SEND Training for Schools: Speech, Language and Communication (September 2026) EEF – Early Years Communication and Language Approaches **Addresses barriers to learning:** 2, 4	Targeted	£10,000 from IMF
Provide targeted pre-teaching sessions in English and mathematics for identified pupils in specific year groups before the start of the school day, supported by a free breakfast provision to promote readiness for learning, engagement and positive participation. **Evidence base:** Department for Education – Developing Prior Knowledge Through Pre-teaching Education Endowment Foundation – Special Educational Needs in Mainstream Schools **Addresses barriers to learning:** 3, 4, 5	Targeted	£2000 from IMF
Introduce OPAL (Outdoor Play and Learning) approach alongside targeted lunchtime provision to promote positive play experiences, develop social interaction and emotional regulation, and ensure that all pupils are supported to engage successfully during unstructured times. **Evidence base:** EEF – Improving Social and Emotional Learning in Primary Schools (2019)	Universal and targeted	£1000 for staffing support/ lunch clubs- IMF

Independent OPAL evaluation – University of Gloucestershire / Play England (2011) The Case for Play in Schools – literature review (2021) **Addresses barriers to learning:** 3,5,6		
Transform an underused learning space into a flexible, inclusive provision that supports the needs of Year 1 pupils and provides a calm, adaptable environment for all children requiring additional support with emotional regulation, engagement and readiness to learn. **Evidence base:** Ofsted (2024) – Strong Foundations in the First Years of School EEF – Improving Social and Emotional Learning in Primary Schools (2019) NFER – Study of the Transition from Foundation Stage to KS1	Universal and targeted	£10000 building work to make the space accessible £2500 inclusion resources from IMF £2500 other resources from notional budget

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
By the end of the academic year, implement a whole-school graduated approach to attendance, with clearly defined roles and responsibilities for staff, pupils and parents. Establish consistent processes for the early identification of SEND pupils experiencing barriers to attendance, including emotionally based school avoidance (EBSA), and implement timely, personalised support strategies to improve engagement, remove barriers and secure sustained improvements in attendance.	Improve attendance for pupils with SEND by at least 2% against the previous academic year's baseline. Reduce the number of pupils with identified EBSA by at least 20% against the baseline. Reduce the proportion of pupils with SEND who are persistently absent by at least 5%. Ensure 100% of SEND pupils identified as at risk of persistent absence or experiencing EBSA have an individualised attendance support plan. Introduce a clear graduated attendance framework, outlining staff responsibilities, early intervention thresholds, escalation procedures and partnership working with families and external agencies. Staff survey will demonstrate improved confidence in identifying and responding to attendance barriers.

By the end of the academic year, establish a targeted morning pre-teaching programme in English and mathematics for identified pupils across specific year groups, alongside a free breakfast provision, to improve readiness for learning, engagement, confidence and curriculum access.	At least 80% of participating pupils demonstrate measurable progress towards their individual English or mathematics targets. At least 80% of participating pupils demonstrate improved confidence, engagement or readiness to learn, evidenced through teacher assessments and pupil voice. Pupils will demonstrate increased confidence when accessing whole-class teaching.
By the end of the academic year, implement the OPAL (Outdoor Play and Learning) approach across the school, alongside targeted lunchtime provision for pupils requiring additional support. Develop an inclusive, engaging outdoor play environment that enables all pupils to participate successfully in unstructured times, promoting positive relationships, independence, cooperation and emotional regulation.	Ensure 100% of lunchtime staff receive training in facilitating inclusive play, supporting social interaction and managing emotional regulation. Establish targeted lunchtime provision for identified pupils who experience difficulties with unstructured times, social interaction or emotional regulation. Ensure 100% of identified pupils have appropriate support strategies and opportunities to access successful play experiences. At least 80% of identified pupils demonstrate improved engagement, social interaction or emotional regulation during lunchtime, evidenced through observations and pupil voice.
By the end of the academic year, establish a weekly half-day provision with a Speakeasy therapist to deliver targeted assessment, intervention and advice for pupils with significant speech, language and communication needs (SLCN). Develop staff expertise and embed strategies into classroom practice to improve pupils' communication, language development and access to learning.	Identify and prioritise pupils in the Early Years with significant SLCN through assessment, teacher referrals and review of existing SEND provision. At least 80% of pupils receiving targeted intervention demonstrate measurable progress towards their individual speech, language and communication targets. Ensure therapist recommendations are translated into practical classroom strategies and incorporated into provision maps and individual support plans. Evaluate pupil progress and the impact of the provision termly, using therapist assessments, target reviews and staff feedback. Learning walks will demonstrate staff using inclusive language, use visuals and explicitly vocabulary for every pupil.
By the end of the academic year, transform the underused learning space into a fully resourced, inclusive and flexible provision, reflecting the principles of Strong Foundations. Establish a programme of purposeful, practical and play-based learning opportunities for Year 1 pupils, alongside targeted intervention for children	**Environment:** A fully developed, accessible learning space with clearly defined areas for practical learning, exploration, play and emotional regulation. **Provision:** All Year 1 pupils access planned opportunities to use the space to consolidate learning and develop independence.

requiring additional support with emotional regulation, engagement and readiness to learn.	**Targeted support**: Identified pupils access regular, timetabled sessions matched to their individual needs. **Impact:** At least 80% of identified pupils demonstrate measurable improvement in at least one agreed area: emotional regulation, engagement, independence or readiness to learn, evidenced through baseline and termly reviews. **Staff confidence:** Relevant staff are trained and confident in using the provision to support learning, inclusion and regulation.
By the end of the academic year, strengthen the knowledge, understanding and confidence of teaching, learning and office staff in identifying barriers to learning and attendance, recognising signs of emotional dysregulation and responding effectively to pupils' individual needs. Embed consistent, evidence-informed approaches across the school to improve inclusion, engagement, wellbeing and attendance.	Ensure 100% of teaching, learning and office staff access relevant training and guidance. At least 90% of staff report increased confidence and understanding in identifying attendance barriers and supporting pupils to manage their emotions, measured through pre- and post-training evaluations. Increased staff confidence and consistency in responding to pupils' needs Reduce the number of pupils with identified EBSA by at least 20% against the baseline. Reduce the proportion of pupils with SEND who are persistently absent by at least 5%.

Review of the previous academic year

N/A to review September 2027.