# Inclusion Strategy – Clapgate 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 national SEN budget and pupil premium funding) and the inclusive mainstream fund (IMF).

## Strategy overview

| Detail | Date |
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| Academic year/years that our current Inclusion Strategy covers | 2026- 27 |
| Date this statement was published | Dec 2026 |
| Date on which it will be reviewed | July 2027 |
| Statement authorised by | Heather Taylor (Headteacher)<br>Jessica Dent<br>(SENCO)<br>Lydia Jessop<br>(Inclusion Lead) |

## Statement of intent

At Clapgate Primary, our vision is to **Inspire Young Minds** and ensure that every child feels **safe, valued, understood and included**, with the opportunity to participate, learn and thrive. Our approach to inclusion is rooted in our wider vision for our learners and the five golden threads that underpin our curriculum: **Knowledge, Spark, Team, Grit and Humanity**. We want every child, including those with SEND and additional needs and/or those who are disadvantaged or looked after, to develop as knowledge seekers and keepers, imaginative and creative thinkers, communicators and collaborators, motivated and resilient learners, and respectful and caring members of our community.

We recognise that children have different strengths, needs and experiences and that inclusion means identifying and reducing barriers to learning and participation, rather than expecting children to fit into a one-size-fits-all approach. Our ambition is to develop a genuinely inclusive school where all children can access a broad, ambitious and meaningful curriculum and feel that they belong.

Our Inclusion Strategy will strengthen our **universal offer**, building on the inclusive practice already developing across Clapgate. We will focus on developing staff confidence in adaptive and inclusive teaching, improving accessibility and communication, supporting emotional regulation and independence, and ensuring that children with additional needs and/or who are pupil premium or looked after can participate fully in learning and the wider life of the school. We will use evidence-informed approaches to identify barriers early and provide the right support at the right time.

Our approach reflects the **seven principles of inclusion** identified by the Department for Education: ambitious leadership and governance; evidence-based support and early intervention; high-quality adaptive teaching; enriching provision beyond the classroom; a safe and respectful culture that promotes belonging, attendance and participation; strong partnerships with families and wider services; and inclusive environments with continuous improvement to accessibility.

Where children require support beyond the universal offer, we will use a graduated approach of **assess, plan, do and review**, ensuring that provision is responsive to individual needs and informed by evidence. We will maintain high aspirations for all children and use their strengths, interests and voice to inform our approach.

Children and families are central to our inclusion work. We will listen to their experiences and use **pupil voice, parent and carer feedback, staff expertise, assessment information, attendance, behaviour and engagement data**, alongside advice from external professionals, to identify barriers and shape our provision. We will work collaboratively with families, staff and wider services to ensure that our approaches are practical, consistent and sustainable.

Through this strategy and our use of the **Inclusive Mainstream Fund**, we aim to create sustainable, whole-school improvements so that inclusion is not the responsibility of one team or individual, but is embedded in everyday practice at Clapgate. We will continually evaluate our approach and use evidence to refine our provision so that **all children can flourish and become the learners described in our Clapgate learner profile**.

## 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)* |
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| 1 | **SEND:**<br>**Speech, language and communication needs** |

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| | A significant and commonly occurring barrier across the school is speech, language and communication. This includes difficulties understanding and following spoken language, processing information, expressing needs and ideas, developing vocabulary and participating confidently in interactions and learning. These needs can affect children's access to the curriculum, independence, social relationships and ability to demonstrate their understanding.<br><br>**SEMH, emotional regulation and wellbeing**<br><br>We are seeing a high level of need relating to emotional regulation, anxiety, social interaction and behaviour. Some children experience significant difficulty managing emotions, coping with change and transitions, developing positive relationships and remaining regulated and ready to learn. For some pupils, these needs can affect attendance, engagement, participation and access to learning.<br><br>**Sensory needs and accessibility**<br><br>A number of pupils experience sensory needs which can create barriers to engagement, communication, regulation and participation. Children may require adjustments to the environment, movement opportunities, sensory resources or access to quieter spaces to enable them to remain regulated and engaged in learning.<br><br>**Increasing complexity of need and consistency of inclusive practice**<br><br>The school is supporting an increasingly diverse and complex range of additional needs. This creates a need for consistently high-quality adaptive teaching, early identification and effective graduated responses, alongside continued development of staff confidence and expertise in meeting a range of needs within the mainstream classroom. |
| 2 | **Attendance:**<br><br>Attendance remains a significant barrier to inclusion at Clapgate. Overall attendance (93.5%) is below both the national average (94.6%) and the current national target of 95%. This is particularly evident for vulnerable groups, including EYPP recipients (91.2%), mobile pupils in Years 5 and 6 (92.0%), pupils with SEND (92.6%) and Pupil Premium eligible pupils (92.9%). Lower attendance limits access to learning, intervention programmes and wider opportunities, increasing the risk of gaps in attainment, wellbeing and engagement. Improving attendance for these groups is therefore a key priority to ensure all pupils can fully access the curriculum and achieve their potential. |

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| 3 | **Mental health and wellbeing:**<br><br>An increasing number of children are experiencing emotional challenges linked to factors both within and beyond the school environment. A growing number of families are affected by parental mental health difficulties, which can impact children's emotional wellbeing, resilience and readiness to learn.<br><br>Many pupils are also navigating significant life events, including bereavement and grief following the loss of parents, grandparents, siblings or other significant adults. These experiences can present as anxiety, low mood, difficulties with concentration, emotional dysregulation or changes in behaviour.<br><br>Anxiety is becoming increasingly prevalent among pupils, often linked to attendance concerns, family circumstances and wider social influences. Some of our older children are also facing challenges associated with online engagement, including exposure to inappropriate content, social media pressures and difficulties managing peer relationships in digital spaces.<br><br>Friendship difficulties and social conflicts remain a significant area of need. Pupils often require support to manage fallouts with friends, develop resilience, resolve conflicts and build positive relationships. These challenges can have a considerable impact on self-esteem, emotional wellbeing and engagement in school life.<br><br>As a result, there is an increasing need for targeted support, early intervention and strong partnerships between school, families and external agencies to ensure pupils thrive academically and emotionally whilst both children and their parents and carers feel safe and supported. |
| 4 | **Socio-economic disadvantage:**<br><br>Socio-economic disadvantage remains a significant barrier to inclusion at Clapgate. Attainment data indicates that disadvantaged pupils are less likely than their peers to achieve Age Related Expectations in reading, writing and maths by the end of KS1 and KS2. Many Pupil Premium children enter EYFS with lower starting points across all areas of learning, particularly in Personal, Social and Emotional Development (PSED) and fine motor skills. Disadvantaged pupils also experience greater difficulties with phonics, resulting in a significant attainment gap in the Year 1 Phonics Screening Check and impacting their development as confident readers. These challenges are often compounded by other barriers, including lower attendance rates and an increased need for pastoral and academic support, placing disadvantaged pupils at greater risk of underachievement without targeted intervention. |

## Activity in this academic year

| Description of activity | Activity type | Total budgeted cost (IMF allocation shown; core budget may also contribute) |
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| **<u>Activity 1 - Developing a consistently inclusive classroom offer</u>**<br><br>Description: Develop staff knowledge, confidence and consistency in adaptive teaching and inclusive classroom practice. This will include practical guidance on quality first teaching, modelling, staff development and shared resources to support pupils with communication, sensory, SEMH and other additional needs or barriers to learning.<br><br>**Barriers addressed:** 1, 4<br><br>**Potential measures:**<br><br>• Staff confidence surveys<br>• Learning walks/classroom observations to evidence pupil engagement, adaptive teaching and reduced over-reliance on adult support where appropriate<br>• SEN observations and inclusion observations of specific children<br>• Evidence of adaptive teaching resources through planning scrutinies | Universal | **£7,000 (IMF)** |

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| **<u>Activity 2 - Strengthening communication and language support</u>**<br><br>**Description:** Develop a more communication-friendly school environment through consistent use of visual supports, communication resources, language-supportive strategies and staff knowledge. Work alongside the Speech and language lead and relevant professionals to develop staff capacity to identify and respond to speech, language and communication needs early.<br><br>**Barriers addressed:** 1, 4<br><br>**Potential measures:**<br><br>• Staff confidence<br>• Communication-friendly classroom observations<br>• Pupil ability to follow instructions/communicate needs<br>• Engagement and participation<br>• Progress against individual communication outcomes where appropriate | Universal, with targeted elements | **£5,000 (IMF)** |

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| **<u>Activity 3 – Strengthening emotional regulation and relational support</u>**<br><br>**Description:** Develop consistent whole-school approaches to emotional regulation, relationships and wellbeing, drawing on the expertise of the Therapeutic Team and continuing to develop NEST provision. Strengthen staff understanding of regulation needs, develop consistent resources and approaches, and ensure pupils have access to appropriate strategies and support to enable them to remain engaged in learning.<br><br>**Barriers addressed:** 1, 2, 3<br><br>**Potential measures:**<br><br>• Engagement and participation<br>• Behaviour/regulation data<br>• Attendance<br>• Pupil voice<br>• Staff confidence<br>• Reduction in incidents where appropriate | Universal, with targeted elements | **£6,000 (IMF)** |
| **<u>Activity 4 – Developing an effective graduated response and inclusive support systems</u>**<br><br>**Description:** Strengthen systems for early identification, assessment and monitoring of additional needs. This will include consistent SEN planning, pupil progress meetings, provision mapping, monitoring of provision and use of assess, plan, do and review. Staff will be supported to identify barriers early and implement appropriate support before needs escalate.<br><br>**Barriers addressed:** 1<br><br>**Potential measures:**<br><br>• Quality and consistency of SEN plans<br>• Timeliness of identification<br>• Pupil progress<br>• Parent/pupil feedback<br>• Monitoring of provision<br>• Evidence of assess, plan, do, review | Universal and targeted | **£5,328 (IMF)** |

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| **<u>Activity 5 – Monitor and promote attendance</u>**<br>**Description:** Monitor and promote attendance of disadvantaged, SEND, CLA pupils to ensure attendance remains broadly in line with national averages, while implementing strategies to secure continued improvement and sustain positive attendance trends over time.<br>**Barriers addressed**: 2<br>**Potential measures:**<br>• CPOMS – conversation records around attendance<br>• Trackers<br>• Attendance of groups | Universal and targeted | **Core budget** |

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| **<u>Activity 6 – Support disadvantaged pupils to make good progress and achieve high attainment across all subject areas</u>**<br>**Description:**<br>Disadvantaged pupils are supported to overcome any barriers to their development through wider strategies, teaching and targeted academic, pastoral and family support. Through daily reading and phonics interventions, attendance support, family engagement opportunities, wellbeing provision and enrichment experiences, we aim to improve attainment, increase attendance, strengthen personal development and ensure all pupils can access the full life of the school. The Pupil Premium and Early Years Pupil Premium Strategy documents detail this in more detail.<br>Barriers addressed: 2, 4<br>Potential measures:<br>• Improved attainment for disadvantaged pupils in reading, writing and mathematics<br>• Increased proportion of disadvantaged pupils meeting phonics expectations<br>• Increased attendance for disadvantaged pupils and reduced persistent absence<br>• Improved EYFS outcomes, particularly in speech and language, PSED and fine motor development<br>• Increased participation of disadvantaged pupils in enrichment activities<br>• Positive pupil and parent voice regarding school engagement and wellbeing | Universal (teaching and wider strategies), targeted | **Pupil Premium Funding**<br>**£218,150 + £13,635**<br>**(see PP Strategy and EYPP Strategy for breakdown)** |

## 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 |
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| Outcome 1 – Improved access to learning<br><br>**Intended outcome:**<br>Children with additional needs will experience greater access to the curriculum through consistently inclusive and adaptive classroom practice. | • Learning walks demonstrate increased consistency in adaptive teaching.<br>• Staff report increased confidence in meeting a range of additional needs.<br>• Pupil engagement and participation improve.<br>• Children are increasingly able to access learning with appropriate adjustments and support. |
| Outcome 2 – Improved communication and participation<br><br>**Intended outcome:**<br>Children with speech, language and communication needs will be better supported to understand, communicate and participate in learning and social interaction. | • Staff demonstrate increased confidence using communication-supportive strategies.<br>• Visual and communication supports are used consistently where appropriate.<br>• Children demonstrate increased independence in communicating needs and accessing learning.<br>• Progress towards individual communication outcomes is evident where applicable. |
| Outcome 3 - Improved emotional regulation and sense of belonging<br><br>**Intended outcome:**<br>Children experiencing SEMH and regulation difficulties will be better supported to manage emotions, develop relationships and remain engaged in school. | • Increased pupil engagement and participation.<br>• Improved pupil voice relating to feeling safe, understood and included.<br>• Staff report increased confidence supporting regulation.<br>• Reduction in significant dysregulation/behaviour incidents where appropriate.<br>• Improved attendance for identified pupils where emotional needs are a contributing factor. |

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| Outcome 4 – Earlier identification and more effective support<br><br>**Intended outcome:**<br>Children experiencing barriers to learning will be identified earlier and receive a more consistent, evidence-informed graduated response. | • Improved consistency and quality of SEN plans and provision.<br>• Assess, plan, do and review cycles are evident.<br>• Provision is regularly monitored and adapted in response to pupil progress.<br>• Parents and pupils report that support is responsive to their needs.<br>• Staff have greater clarity about their role in the graduated response. |
| Outcome 5 – Monitor and promote attendance<br><br>**Intended outcome:**<br><br>More children with barriers to learning (such as disadvantaged or with SEND) will attend school regularly and punctually and therefore access the curriculum and wider opportunities available at school. | • Attendance for disadvantaged, SEND and CLA pupils is at least in line with national averages.<br>• Persistent absence rates for disadvantaged, SEND and CLA pupils reduce year on year.<br>• Attendance gaps between disadvantaged pupils and their peers diminish.<br>• Identified attendance concerns are addressed quickly through effective monitoring, early intervention and strong home-school partnerships.<br>• Records to show improved access to the curriculum and wider opportunities through improved attendance<br>• Better attainment, wellbeing and engagement in learning |

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| Activity 6 – Support disadvantaged pupils to make good progress and achieve high attainment across all subject areas<br><br>**Intended outcome:**<br><br>Improved progress and attainment data for PP and other disadvantaged groups of children leading to a reduction in attainment gaps | • Disadvantaged pupils make at least expected progress and an increasing proportion make accelerated progress across the curriculum.<br>• Attainment gaps between disadvantaged pupils and their peers reduce in reading, writing and maths.<br>• A greater proportion of disadvantaged pupils achieve Age Related Expectations and Greater Depth standards at the end of each key stage.<br>• The proportion of disadvantaged pupils meeting the expected standard in the Year 1 Phonics Screening Check increases and is closer to that of non-disadvantaged pupils.<br>• Disadvantaged children in EYFS make strong progress from their starting points, particularly in speech and language, Personal, Social and Emotional Development (PSED) and fine motor development.<br>• Disadvantaged pupils demonstrate improved confidence, resilience, independence and readiness to learn.<br>• Attendance and engagement of disadvantaged pupils improve, supporting stronger academic outcomes.<br>• Disadvantaged pupils participate fully in enrichment, extra-curricular and wider curriculum opportunities, enhancing cultural capital and aspirations.<br>• Parents and carers of disadvantaged pupils engage positively with the school and feel well supported to help their children succeed.<br>• Disadvantaged pupils report positive wellbeing, a strong sense of belonging and high aspirations for their future. |

## Review of the previous academic year

**This is Clapgate Primary's first Inclusion Strategy developed through the Inclusive Mainstream Fund. As a result, there is no previous IMF strategy against which to evaluate progress. This year will establish our baseline measures and inform the development of our subsequent strategy.**