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Statutory Requirement:	Document provided centrally for adoption by schools with minimal amendment to the core text. Changes are allowed to the text where indicated.

Inclusion Strategy

Jennett's Park CE Primary

DRAFT

Approved by:	LGB
Date:	October 2026
Next review date:	Feb 2026 then July 2027

Adopted by school:	**Jennett's Park CE**
Date:	October 2026
Next review date:	

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Introduction

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	October 26
Date on which it will be reviewed	Feb 2027 then July 2027
Statement authorised by	Gemma Robinson (Sendco) Liz Savage (Head) Claire Willmott (Inclusion Gov) Tessa Parker-Mann (Chair of Governors)

Statement of intent

- At Jennett's Park CE Primary School, we are committed to ensuring that every child feels safe, valued, included and able to flourish. Guided by our Christian vision, "Empowering our children to flourish and achieve under God's love," and underpinned by our Rainbow Promise, we believe that every child has the right to access an ambitious, enriching and inclusive education, regardless of need, background or starting point. We are proud of our diverse community and are committed to removing barriers to learning so that all pupils, including those with SEND,

disadvantaged pupils, EAL learners and those experiencing social, emotional or pastoral challenges, can achieve their full potential.

- Our inclusion strategy reflects the principles outlined within our SEND Local Offer and is informed by robust self-evaluation, pupil outcomes, attendance information, stakeholder voice and the school's improvement priorities. Through ambitious leadership and governance, inclusion remains central to our strategic planning. Leaders, governors and staff work collaboratively to monitor outcomes, evaluate provision and ensure that all pupils experience high expectations, equitable opportunities and effective support.

- We prioritise evidence-informed approaches and early intervention to ensure that additional needs are identified and addressed as quickly as possible. Through our graduated approach of Assess, Plan, Do and Review, pupils receive timely support that complements high-quality classroom teaching and enables them to make strong progress academically, socially and emotionally.

- High-quality teaching is the foundation of our inclusive practice. We are committed to developing staff expertise in adaptive teaching, curriculum accessibility, cognitive and communication development, and SEND provision so that all learners can successfully access a broad, balanced and ambitious curriculum. Alongside this, we continue to strengthen inclusive classroom environments through the use of visual supports, scaffolded resources, regulation strategies and responsive teaching practices that meet a diverse range of needs.

- We recognise that inclusion extends beyond the classroom. Our curriculum, enrichment opportunities, pastoral support and wider provision are designed to foster belonging, independence, confidence and personal development. We aim to create a safe and respectful culture where every child is known, understood and celebrated, and where attendance, wellbeing and positive engagement support children to thrive.

- Strong partnerships with families are fundamental to our approach. We work closely with parents, carers, external agencies and the wider community to ensure that children receive coordinated support, particularly at key points of transition. Through regular communication, collaborative planning and shared decision-making, we seek to build trust, strengthen relationships and secure the best possible outcomes for every child.

- This strategy demonstrates our commitment to the seven themes of inclusive practice: ambitious leadership and governance; early intervention and evidence-based support; high-quality teaching for all; accessible and enriching opportunities beyond the classroom; a culture of belonging and attendance; strong partnerships with families and services; and continually improving inclusive learning environments. Through these principles, we aim to ensure that every child belongs, participates, succeeds and flourishes within our school community.

Barriers to learning and participation

This includes the key barriers to learning and participation that we've identified in our school, which require inclusive universal approaches and targeted support.

	DETAIL OF BARRIER TO LEARNING
1	Persistent attainment gaps for SEND pupils. SEND outcomes remain below those of their peers across reading, writing and mathematics, particularly for pupils with complex communication, cognition and regulation needs. Many children with learning difficulties are in many cases significant inhibitors to

	success. Nevertheless we have high expectations for rapidly progressing to the next stage regardless start points.
2	Disadvantage and multiple vulnerabilities. Pupils who are disadvantaged and also experience SEND, EAL, attendance concerns or summer-born characteristics demonstrate lower attainment than cohort averages.
3	Variability in approach to adaptive teaching and curriculum access. Whilst strong practice exists, consistency of adaptation, assessment and inclusion across all classes and curriculum subjects remains a priority.
4	Weaknesses in writing transcription skills, including spelling, punctuation, handwriting and writing stamina, which affect attainment across subjects.
5	Attendance and punctuality concerns for a small number of vulnerable pupils, impacting continuity of learning and progress.
6	Increasing numbers of pupils requiring EAL support and curriculum adaptations, particularly where pupils join the school mid-year.

Activity in this academic year

We will prioritise these activities in this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

£20k split across 2 years)

DESCRIPTION OF ACTIVITY	BARRIERS TO LEARNING	ACTIVITY TIER	TOTAL BUGDETED COST
Adaptive teaching, scaffolding, cognitive load, flexible grouping, modelling and inclusive classroom strategies (Barriers 1, 2, 3, 6).	1234	Universal	Supply teacher cost x 6 £1.5k
Launch and embed Aviary provision and strengthen SEND profiles, provision mapping and monitoring systems (Barriers 1, 2).	123	Targeted	Cost for set up of room £1k for resourcing Moving gate £3k Contribution to ASA salary for all ams £9k
Implement targeted interventions for SEND, disadvantaged, EAL and vulnerable learners with half-termly impact reviews (Barriers 1, 2, 6).	1236	Targeted	Supply teacher x 10 days £2500 ADHD screener £990
Develop inclusive classroom environments, including visuals, regulation stations, scaffolded	123	Universal	£2k

resources and accessible routines (Barriers 1, 3, 6).			
Embed whole-school writing improvement programme focused on handwriting, spelling, grammar, sentence construction and writing fluency (Barrier 4).	4	Universal	£[0 within budget]
Further strengthen attendance, punctuality and parent engagement strategies for identified vulnerable pupils (Barriers 2, 5).	5	Universal and Targeted	£[None within current structure]

Intended outcomes

This explains the outcomes we want our inclusive approaches to achieve, and how we will measure whether they have been achieved.

INTENDED OUTCOME	MEASURABLE SUCCESS CRITERIA	TARGET DATE
Improved outcomes for SEND pupils and vulnerable learners.	SEND, disadvantaged and EAL pupils make at least expected progress in line with their own personalised targets and attainment gaps reduce across the academic year.	July 2027
Consistent inclusive and adaptive practice across the school.	Inclusive strategies within Inclusion Promise such as scaffolding, modelling, retrieval, visual supports and adaptive questioning are evident in all classrooms.	Feb 2027
Improved access to learning and engagement for all pupils.	Pupil voice demonstrates that learners feel supported, included and able to access learning successfully.	July 2027
Improved writing outcomes across the curriculum.	Pupils achieve age-related expectations in writing or meet at least expected progress in line with their own personalised targets , with improved spelling, handwriting and sentence construction.	July 2027
Reduced attendance gaps for vulnerable groups.	Persistent absence for disadvantaged pupils falls below 10% and attendance improves for identified vulnerable learners.	Feb 2027
Stronger parental confidence and engagement in inclusion.	Increased participation in SEND and inclusion meetings, positive parental feedback and improved home-school partnerships.	July 2027

Review of the previous academic year

During 2025–26, the school continued to strengthen its inclusive provision and achieved a number of positive outcomes. Leaders identified inclusion as effective, with strong pastoral support, rapid identification of needs and well-established adaptive practice helping many pupils to access learning successfully. Targeted interventions, regulation support and provision through The Sanctuary contributed to improved engagement and wellbeing.

Academic outcomes demonstrated several strengths. EYFS outcomes improved significantly, with GLD increasing to 77%, including particularly strong outcomes for disadvantaged pupils. Reading remained a school strength and mathematics outcomes improved notably in Years 1, 2 and 4. Writing also improved considerably across the year following targeted work on moderation, sentence-level intervention and Talk for Writing approaches.

Despite these successes, SEND pupils remained an area of concern. Attainment gaps persisted across reading, writing and mathematics, and only 42% of SEND pupils achieved GLD in EYFS. Attendance also continued to affect progress for some vulnerable pupils. In addition, increasing complexity of need, new EAL admissions and variability in assessment and adaptation within the wider curriculum created additional barriers to learning.

As a result, priorities for 2026–27 focus on:

- Accelerating progress for SEND and vulnerable learners.
- Strengthening adaptive teaching and inclusion across all classrooms.
- Improving writing accuracy, transcription skills and fluency.
- Reducing disadvantage gaps.
- Embedding responsive assessment systems.
- Improving attendance and engagement for vulnerable pupil

Further information

This strategy aligns closely with the school's 2026–27 improvement priorities of:

DART

- **D**isadvantage – Close attainment and attendance gaps.
- **A**ssessment – Embed accurate and responsive assessment.
- **R**eading and Writing – Raise standards and improve outcomes.
- **T**eaching and Learning – Deliver consistently inclusive and adaptive teaching for all learners.

Sources

This template is based on the DfE's inclusion strategy template.