Inclusion Strategy

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-27
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Head of School and Governing Body

At Stokesay Primary School, inclusion is at the heart of everything we do. Following the school's recent inspection, inclusion was recognised as an exceptional strength.

Our strategy focuses on sustaining and strengthening this practice through three priorities: high-quality inclusive teaching, belonging and participation, and early identification with responsive

support. We believe that every child should belong, participate and achieve highly regardless of need, background or starting point.

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, through our core school budget (including the notional SEN budget) and the Inclusive Mainstream Fund (IMF).

Statement of intent

At Stokesay Primary School, inclusion is at the heart of everything we do. Our vision is captured through our motto, **"I Can, We Can, Stokesay Can,"** which reflects our belief that every child can succeed, every child has something valuable to contribute, and that achievement is strengthened through belonging to a supportive and inclusive community. This vision is underpinned by our school values of **Honesty, Community, Teamwork, Respect, Responsibility and Determination**, which shape our culture and guide our daily interactions.

Following our most recent inspection, inclusion was recognised as an exceptional strength. This strategy builds upon that foundation and sets out how we will continue to sustain and strengthen highly inclusive practice across our school. We believe that every pupil, regardless of need, background or starting point, should be able to access learning, participate fully in school life and achieve their potential academically, socially and emotionally.

Our ultimate objectives are to ensure that all pupils:

- Access a broad, ambitious and inclusive curriculum.
- Experience a strong sense of belonging and participation.
- Receive timely support when barriers to learning arise.
- Achieve well from their individual starting points.
- Develop the confidence, resilience and skills needed to thrive in school and beyond.

We recognise that barriers to learning are not always immediately visible. Whilst some pupils may be identified through SEND, disadvantage or additional needs, others may experience barriers linked to attendance, emotional wellbeing, confidence, family circumstances, life experiences, communication skills or limited access to opportunities beyond school. Through strong relationships, careful assessment and a deep understanding of our pupils, families and community, we seek to identify and remove barriers as early as possible.

We recognise that inclusion extends beyond access to learning. True inclusion means ensuring every child feels known, valued and represented within our school community. It means creating opportunities for pupils to develop friendships, take part in enrichment activities, contribute to leadership opportunities, build confidence and experience success both within and beyond the classroom.

We also recognise the important role that communication plays in enabling pupils to thrive. Strong oracy, language and vocabulary development support access to the curriculum, foster confidence and promote meaningful participation. Through a consistent whole-school approach to communication and language development, we aim to ensure all pupils can express themselves, contribute effectively and engage fully in learning.

Our approach to inclusion is informed by educational research and national guidance, including the Education Endowment Foundation (EEF) guidance on supporting pupils with SEND and the principles of the graduated approach. We recognise that high-quality teaching, early identification and carefully targeted support have the greatest impact on outcomes. Alongside this, we place a strong emphasis on communication, pastoral support, attendance, enrichment and partnership with families as essential components of successful inclusion.

To achieve our objectives, our strategy focuses on three key priorities:

1. High-quality inclusive teaching.
2. Belonging, participation and wellbeing.
3. Early identification and responsive support.

We believe these areas have the greatest impact on ensuring pupils flourish academically, socially and emotionally.

These priorities reflect the principles of inclusive practice through ambitious leadership, high-quality adaptive teaching, early intervention, meaningful participation, strong family partnerships, inclusive environments and evidence-informed decision making. The strategy has been informed by ongoing self-evaluation, review of pupil need, engagement with families and consideration of pupil, staff and governor perspectives.

Principle	What this means at Stokesay
Belonging	Every child feels valued, represented and part of the school community.
High Expectations	We maintain ambitious expectations for every pupil regardless of need, background or starting point.
Inclusive Teaching	High-quality adaptive teaching is the primary driver of inclusion and achievement.
Early Intervention	Barriers to learning are identified and addressed as early as possible.
Partnership	We work collaboratively with families, governors and external agencies to secure positive outcomes.
Continuous Improvement	We evaluate and refine our practice to strengthen inclusion and improve outcomes for all pupils.

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)*
1	Increasing complexity of SEND need, particularly within communication and interaction, SEMH and neurodiverse presentations.
2	Variability in communication, language, vocabulary and oracy skills affecting confidence, participation and curriculum access.
3	Attainment gaps for some pupils with SEND and vulnerable learners, particularly in reading, writing and mathematics.
4	Attendance and engagement challenges for a small number of vulnerable pupils and families.
5	Maintaining consistently high-quality adaptive teaching and inclusive classroom practice across all year groups.
6	Ensuring every pupil experiences belonging, participation and inclusion in all aspects of school life.
7	Ensuring all pupils can access enrichment opportunities that broaden experiences, aspirations and personal development.
8	Supporting pupils whose wellbeing, confidence or emotional needs present barriers to learning and participation.

Activity in this academic year

The activities below have been prioritised to address identified barriers and strengthen inclusive practice across the school.

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)*
Whole-school adaptive teaching, coaching and inclusive classroom practice focused on removing barriers to learning (1,3,5)	Universal	£4,000
Early identification, SEND provision reviews and targeted intervention informed by assessment, provision mapping and graduated response processes (1,3)	Targeted	£6,000
Communication, language, vocabulary and oracy development across the curriculum through explicit vocabulary instruction,	Universal	£2,000

structured talk and high-quality classroom discussion (2)		
Attendance, pastoral and family support for vulnerable pupils through early intervention, family engagement and personalised support (4,8)	Targeted	£3,000
Development of belonging, participation, enrichment and pupil leadership opportunities to ensure all pupils access wider school life (6,7)	Universal	£2,000

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**
Pupils with SEND and vulnerable learners achieve well from their starting points.	Assessment information demonstrates strong progress from individual starting points. Attainment gaps are reduced where appropriate. Pupils increasingly access learning independently. Provision reviews demonstrate positive impact.
All pupils experience belonging, participation and inclusion.	Pupil voice demonstrates pupils feel safe, valued and included. Participation in clubs, visits, enrichment opportunities and leadership roles reflects the diversity of the school community.
Needs are identified early and support is responsive.	Staff identify concerns promptly. Provision reviews demonstrate timely intervention. Families report effective communication and support. Referrals to external agencies are timely and appropriate.
Staff demonstrate strong inclusive practice.	Learning walks, monitoring and professional dialogue demonstrate effective adaptive teaching across all phases. Classroom environments promote access, participation and independence.
Attendance remains strong and barriers to attendance are reduced.	Attendance for vulnerable groups improves or remains in line with whole-school trends. Persistent absence is reduced through early intervention and family support.

Pupils develop strong communication, vocabulary and oracy skills.	Monitoring demonstrates purposeful opportunities for talk across the curriculum. Pupils communicate confidently and use increasingly ambitious vocabulary. Communication barriers are identified and supported effectively.
All pupils access meaningful enrichment opportunities which broaden experiences and aspirations.	Participation in trips, clubs, leadership opportunities and wider experiences remains high. Vulnerable pupils are represented within enrichment activities. Pupil voice demonstrates positive impact on confidence and aspiration.
Pastoral support promotes wellbeing, resilience and readiness to learn.	Pupils access timely support when needed. Wellbeing indicators remain positive. Pupils demonstrate resilience and confidence. Families report that pastoral support is responsive and effective.

Review of the previous academic year

N/A - First year of published Inclusion Strategies.