Inclusion Strategy

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 - 2028
Date this statement was published	19/11/26
Date on which it will be reviewed	July 2027
Statement authorised by	Teaching and Learning Committee
Signed by (Chair of Governors)	

Statement of intent

At Bickleigh Down Church of England (Aided) Primary School, inclusion is central to our vision and values. Inspired by Hebrews 10:24, ***"And let us consider how we may spur one another on towards love and good deeds,"*** we are committed to creating a safe, caring and ambitious environment where every child is known, valued and supported to flourish.

We believe that all pupils, including those with Special Educational Needs and Disabilities (SEND), additional needs, vulnerabilities or other barriers to learning, participation and wellbeing, are entitled to a high-quality education that enables them to achieve their full potential academically, socially, emotionally and spiritually. We recognise that inclusion extends beyond SEND and means creating an environment where every learner, regardless of their background or starting point, is supported to participate, succeed and thrive.

Our inclusion strategy is rooted in our Christian vision and supports our four key strands:

- Enabling all pupils to flourish and achieve their academic potential through wisdom, knowledge and skills.
- Encouraging all pupils to grow spiritually, morally, intellectually and socially through hope and aspiration.

- Growing together in community through positive relationships and mutual support.
- Valuing the worth of every individual through dignity and respect.

These aims are underpinned by our Christian values of **love, forgiveness, spirit, hope** and **aspiration**.

We believe that the most effective teaching strategies enable all pupils to access the curriculum and that high-quality adaptive teaching is the foundation of inclusion. Whilst adaptations and additional support may be required for some pupils, particularly those with SEND or other additional needs, we recognise that inclusive teaching benefits every learner. Drawing on the best available evidence, our approach prioritises high-quality teaching, strong relationships, high expectations and the early identification of need to ensure all pupils are supported to achieve.

Our strategy promotes the seven principles of inclusion by ensuring that:

- Every child has access to ambitious and aspirational educational opportunities.
- High-quality adaptive teaching forms the foundation of provision for all learners.
- Children are valued equally and treated with dignity and respect.
- Provision is responsive to individual strengths, needs and aspirations.
- Inclusion is a shared responsibility across the whole school community.
- Strong partnerships between home, school and external agencies support positive outcomes.
- Inclusive practice benefits all pupils by creating a culture where everyone can thrive.

Inclusive practice requires collaboration between school leaders, teachers, teaching assistants, families and external professionals. We work together to strengthen universal provision, ensuring that support supplements rather than replaces high-quality teaching. Our inclusion strategy has been developed through ongoing engagement with pupils, parents and carers, staff, governors and external professionals. Through consultation, review meetings, feedback and regular communication, we seek to ensure that the voices of our community inform the provision and support we offer.

At Bickleigh Down Church of England (Aided) Primary School, we are committed to fostering a culture where everyone belongs, everyone is valued and everyone is encouraged to be the very best version of themselves. Through our Christian vision and values, we will continue to spur one another on towards love, good deeds, achievement and flourishing for all.

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	**High levels of vulnerability and SEMH need** The Year Two cohort has a significantly higher-than-average proportion of vulnerable pupils, including children eligible for Pupil Premium, pupils with SEND, previously looked-after children, those under Special Guardianship Orders, a Young Carer and pupils with social care history. As a result, a number of children continue to demonstrate delayed social, emotional and communication skills, reduced resilience, difficulties with self-regulation and barriers to independence when compared with previous cohorts. Many pupils require support with emotional regulation, resilience and relationships, which can lead to disruption to learning and reduced engagement. For some pupils, multiple vulnerabilities overlap, creating additional complexity and increasing the risk of underachievement without targeted support.
2	**Impact of early childhood experiences and COVID-19** Pupils in the Year Two cohort were born during the COVID-19 pandemic or experienced their early years during lockdowns. As a result, some pupils present with delays in communication, social development, independence and readiness to learn. Combined with increasing complexity of need, this creates barriers to curriculum access, participation and sustained progress. This cohort remains a key priority for school improvement, with provision carefully monitored and reviewed to ensure support is responsive to emerging needs and leads to positive outcomes for all learners.
3	Gaps in early mathematical understanding and number sense. Assessment information indicates that some pupils, particularly those with SEND, vulnerabilities and disrupted early learning experiences, have gaps in their understanding of key mathematical concepts and number. These gaps limit pupils' ability to access age-related learning within the White Rose Maths curriculum and can widen over time if not identified and addressed through timely, targeted intervention.

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)*
High-quality adaptive teaching and inclusive classroom practice. Staff will receive ongoing professional development to ensure lessons are accessible through adaptive teaching, scaffolding, explicit instruction and proactive behaviour support. Early identification processes, pastoral support and partnership working with families will ensure pupils receive appropriate support at the earliest opportunity. This universal approach addresses Barriers 1 and 2.	Universal	Staff meeting training time. Additional TA support
Emotional Literacy Support Assistant (ELSA) programme delivered to identified Year 2 pupils experiencing social, emotional and mental health (SEMH) difficulties. Small-group and individual support will focus on emotional literacy, self-regulation, resilience, friendship skills, self-esteem and managing feelings. This intervention is targeted at pupils affected by Barrier 1 (high levels of vulnerability and SEMH need) and Barrier 2 (impact of disrupted early development). Evidence suggests that ELSA can improve emotional wellbeing, engagement and readiness to learn, enabling pupils to access the curriculum more successfully.	Targeted	Training for 2 x TAs in ELSA (5 full days) Supervision of TAs x 6 (2hrs) per year **+** (school-based charge. 13hrs hours per week TA led ELSA intervention (5 x afternoons + planning and preparation per week). Theraplay training 4 x hours TA time to complete the training: SENCo time with TA to plan, monitor and adapt provision 6 x ½ days (3hrs per day):
A whole-school approach to social and emotional learning (SEL), including explicit teaching of self-regulation, emotional literacy and positive relationships through collective worship, classroom practice and pastoral support. Staff will model and reinforce agreed strategies and language for managing emotions and building resilience. This	Universal	1 x day SENCo planning whole school approach (context, areas of need).

supports Barriers 1 and 2 and aligns with EEF guidance that strong relationships and explicit teaching of SEL skills improve engagement, wellbeing and behaviour.		
Strengthened partnership working with families through regular review meetings, parent workshops and home-school communication focused on emotional wellbeing, attendance and engagement.	Targeted	Cost in above
Primary Intervention Programme for Mathematics. Teaching assistants will receive specialist training to deliver structured, evidence-informed maths interventions focused on key areas of number and early mathematical understanding. Using assessment information alongside White Rose Maths small-step progression documents, staff will identify gaps in pupils' conceptual understanding and provide targeted support to address misconceptions before they become entrenched. This intervention addresses Barrier 3 and supports pupils with SEND and other additional needs to access age-related learning more successfully.	Targeted	Programme cost + TA training (20x TAs x afternoons)
Total budgeted cost		**£15149.46**

*** A full breakdown of costs is available. Individual costings have been removed from this published document to protect confidential staff salary information.**

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 identified as requiring ELSA support demonstrate improved emotional literacy, resilience and self-regulation, evidenced through ELSA assessments, pupil voice and staff observations.	ELSA assessment data, Boxall Profile outcomes, and pupil voice show measurable improvements from baseline. Pupil, parent and staff questionnaires demonstrate improved emotional wellbeing, engagement and confidence for pupils accessing ELSA support.
Pupils receiving ELSA support are better able to manage emotions, build positive relationships and engage successfully with learning activities.	Staff observations indicate fewer incidents of conflict, increased use of self-regulation strategies and improved peer relationships. Pupils report positive peer relationships, an increased sense of belonging and improved self-worth.
A reduction in behaviour incidents, learning disruption and time out of class for pupils accessing ELSA support.	Reduction in recorded behaviour incidents, dysregulation events, classroom removals and lost learning time for pupils accessing ELSA support.
Improved readiness to learn, participation and engagement in lessons for identified pupils.	Teacher assessments and monitoring show increased lesson engagement, participation and sustained attention for identified pupils.
Stronger partnerships between families and school, resulting in consistent approaches to supporting pupils' social and emotional development.	Parents report improved emotional wellbeing and communication through review meetings, questionnaires or feedback discussions.
Pupils with SEMH needs are able to access the curriculum more successfully and make progress from their individual starting points, both academically and personally.	Identified pupils meet or make progress towards personalised targets and demonstrate academic and personal progress from their baseline starting points. Pupils accessing ELSA support show improved independence and participation in learning, evidenced through class teacher monitoring.
Pupils identified for maths intervention demonstrate improved understanding of key number concepts and make accelerated progress from their starting points.	Assessment data shows that pupils receiving intervention are closing identified gaps in mathematical understanding and make progress through the relevant White Rose small-step objectives. Teacher assessment demonstrates increased confidence, accuracy and independence when applying number knowledge in class. A greater proportion of pupils receiving intervention access age-related learning successfully and achieve expected outcomes in mathematics from their individual starting points. Teaching assistants demonstrate increased confidence and expertise in identifying misconceptions and delivering effective maths interventions.