Inclusion Strategy

Inclusion Strategy – Belthorn Academy 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 notional SEN budget) and the inclusive mainstream fund (IMF).

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-27
Date this statement was published	16.10.2026
Date on which it will be reviewed	October 2027
Statement authorised by	Kelly Drugan (Acting Head teacher)

Statement of intent

Statement of Intent

At Belthorn Academy Primary School, we believe that every child should achieve, belong and thrive. We are committed to creating an inclusive school where all pupils can participate fully, access an ambitious curriculum and experience success regardless of need, background or starting point. Inclusion is not viewed as a separate aspect of school improvement; it is fundamental to the quality of education, personal development and wider opportunities that every pupil experiences.

Our strategy is based on the principle that improvements made for pupils with additional needs benefit all learners. Through high-quality teaching, effective communication, supportive relationships and accessible learning environments, we aim to reduce barriers before they become entrenched and ensure that all pupils can engage successfully in school life.

The priorities within this strategy have been informed by pupil voice, parent feedback gathered through SEND reviews and meetings, discussions with staff and governors, and analysis of school performance and pastoral information. Our analysis of this

has identified three key areas for development: reading fluency, language and communication; emotional maturity, self-regulation and readiness for learning; and the growing complexity of pupil need, which requires increasingly responsive and adaptive teaching. These themes affect pupils across the school and influence engagement, independence, participation and achievement.

Through this strategy we will strengthen our inclusive universal offer by developing staff expertise in adaptive teaching, increasing opportunities for early intervention, improving emotional wellbeing support and ensuring that communication and literacy barriers are identified and addressed promptly. We will also continue to develop learning environments that support participation, independence and positive engagement for all pupils.

Our work is aligned to the Department for Education's seven principles of inclusion, with particular emphasis on evidence-based early intervention, high-quality adaptive teaching, inclusive learning environments and a culture that promotes belonging and participation. By investing in these areas, we aim to improve outcomes for all pupils while ensuring that those with the greatest barriers receive the support they need to succeed.

The success of this strategy will be measured not only through academic outcomes, but also through improvements in independence, engagement, wellbeing, attendance, participation and pupils' sense of belonging within the life of the school.

Implementation and impact will be monitored termly through learning walks, provision reviews, pupil voice, attendance information, attainment data and governor monitoring.

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	**Reading fluency, language and communication.** A significant number of pupils experience difficulties with reading fluency, vocabulary development, language comprehension and communication skills. At Belthorn Academy, we have observed how these barriers affect their ability to access the curriculum independently, retain new learning and demonstrate understanding. School assessment information and learning walks identify reading fluency as a recurring

	barrier underpinning attainment gaps across a range of subjects. Reading depth and language development remain areas requiring continued focus, particularly for pupils with SEND and disadvantage.
2	**Emotional maturity, self-regulation and readiness for learning.** Increasing numbers of pupils present with difficulties relating to emotional regulation, resilience, independence, social understanding and managing emotions appropriately. These challenges can affect relationships, participation in learning, behaviour, attendance and overall engagement with school. Evidence from pupil support, behaviour monitoring and pastoral provision suggests that emotional maturity and self-regulation are common underlying factors affecting learning and participation for many pupils across the school.
3	**Increasing complexity of pupil need and the need for highly effective adaptive teaching.** The school has seen a growing number of pupils presenting with complex and overlapping needs, particularly within speech, language and communication, autism, cognition and learning, and SEMH. This increases the importance of consistent, high-quality adaptive teaching so that all pupils can access an ambitious and inclusive curriculum. Staff require ongoing professional development, coaching and support to build confidence in identifying barriers, adapting teaching effectively and promoting independence for all pupils.

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.

In this context, ‘activity’ is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activity may address multiple barriers identified, particularly for improvements to your universal offer.

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)*
Develop whole-school approach to adaptive teaching through professional development, coaching and quality assurance. Staff will receive ongoing professional development to strengthen their understanding of inclusion and adaptive teaching and inclusive classroom practice. Training will focus on reducing cognitive load, scaffolding learning effectively, supporting pupils with speech, language and communication needs, adapting teaching to meet a range of learning profiles and promoting pupil independence. Coaching, collaborative planning and monitoring activities will be used to embed these approaches consistently across the school. The aim is to increase staff confidence in responding to increasingly complex SEND needs and ensure all pupils can access an ambitious curriculum without unnecessary reliance on adult support. This activity addresses Barrier 3 Inclusion Principle 3: High-quality adaptive teaching with a curriculum designed for all learners	Universal	£3000
Train and deploy an Emotional Literacy Support Assistant to strengthen emotional regulation.	Universal	£1500

An existing member of staff will undertake accredited ELSA training and receive ongoing supervision to develop specialist knowledge of emotional literacy, emotional regulation, friendship skills, resilience and self-esteem. Whilst ELSA intervention will provide targeted support for individual pupils where required, the wider purpose is to strengthen the school's universal approach to emotional development. The trained practitioner will support staff in implementing consistent strategies, contribute to the development of emotionally supportive classroom environments and help pupils develop the emotional maturity and self-regulation skills needed to access learning successfully. This activity addresses Barrier 2. Inclusion Principles 2 and 5: Evidence-based support prioritising early intervention; A safe and respectful culture fostering belonging, attendance and participation in learning		
Enhance sensory and regulation provision through sensory circuits and regulation resources Funding will be used to establish and develop sensory circuit provision across the school and purchase resources that support regulation, attention and readiness for learning. Staff will receive guidance on identifying and responding to sensory and regulatory needs so that strategies are used consistently and appropriately. Sensory circuits will provide structured opportunities for pupils to prepare for learning, improve concentration and develop self-regulation skills. The provision will be particularly beneficial for pupils presenting with emotional regulation difficulties, sensory processing needs and attentional challenges, but will also benefit whole classes where appropriate. This activity addresses Barrier 2. Inclusion Principles 5 and 7: A safe and respectful culture fostering belonging, attendance and participation in learning; Inclusive environments with continuous improvements to accessibility	Universal	£1300
Increase capacity for trained staff to deliver, monitor and evaluate targeted provision including WellComm Releasing staff to anaylise and interpret assessments is essential to the effective running	Targeted	£1500

of this programme. Protected staffing capacity will be allocated to ensure WellComm screening, intervention and progress monitoring are implemented consistently across the school. Assessment information will be used to identify pupils with emerging speech, language and communication needs at the earliest opportunity and provide targeted support before difficulties become entrenched. Dedicated monitoring time will ensure interventions are delivered with fidelity, progress is reviewed regularly and support is adapted promptly in response to pupil outcomes. This activity will strengthen pupils' vocabulary, listening skills, language comprehension and expressive communication, improving their ability to access teaching and participate confidently in learning. This activity addresses Barrier 1. Inclusion Principle 2: Evidence-based support prioritising early intervention		
Provide protected staffing time to deliver and monitor IDL literacy intervention Protected staffing time will ensure that IDL Literacy is delivered consistently and effectively to pupils who experience persistent difficulties with reading fluency, decoding, spelling and literacy acquisition. Time will be allocated to intervention delivery, assessment, progress tracking and programme monitoring to ensure that support is responsive to pupil need. Regular review meetings will evaluate impact, identify pupils requiring additional support and ensure that interventions contribute to improved independence within the classroom. By improving reading fluency and literacy skills, this activity will help pupils access the broader curriculum more successfully and reduce one of the school's most significant barriers to learning. This activity addresses Barrier 1. Inclusion Principles 2 and 3: Evidence-based support prioritising early intervention; High-quality adaptive teaching with a curriculum designed for all learners	Targeted	£1500

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
1. Improve reading fluency, language and communication skills so that pupils can access learning more independently.	WellComm screening and intervention are implemented consistently and monitored termly across the school. Pupils identified with speech, language and communication needs demonstrate improved outcomes in WellComm assessments and teacher assessments. IDL interventions are delivered with fidelity and reviewed regularly through progress monitoring. Pupils receiving literacy support demonstrate improved reading fluency, decoding and spelling from their individual starting points. Pupil voice and classroom observations indicate increased confidence in reading, talking about learning and accessing tasks independently. Increasing proportions of pupils identified for communication and literacy support meet or exceed their individual targets and expected curriculum trajectories.
2. Improve emotional maturity, self-regulation and readiness for learning.	ELSA provision is established and embedded within the school's wider SEMH offer. Staff demonstrate increased confidence in supporting emotional regulation and responding effectively to SEMH needs. Sensory circuits and regulation strategies are implemented consistently and used appropriately to support readiness for learning. Pupils identified as requiring emotional regulation support demonstrate increased engagement in learning and improved self-regulation skills. Pupil voice indicates that pupils feel safe, supported and able to access help when needed. Behaviour monitoring shows reductions in repeat behaviour incidents linked to emotional

	dysregulation and improved participation in learning.
3. Strengthen adaptive teaching so that all pupils can access an ambitious curriculum and make progress from their starting points.	Staff participate in a planned programme of professional development focused on adaptive teaching and inclusive classroom practice. Learning walks, book scrutiny and pupil voice demonstrate increasing consistency in the use of adaptive teaching strategies across the school. Staff report increased confidence in meeting the needs of pupils with complex and overlapping SEND profiles. Classroom environments demonstrate the effective use of scaffolds, communication supports, visual aids and adaptive strategies that promote pupil independence. Pupil support is increasingly delivered through high-quality classroom practice rather than over-reliance on additional adult support. Monitoring demonstrates that all pupils are able to access an ambitious curriculum and make progress from their starting points, including those with SEND and additional needs.

Review of the previous academic year

N/A

Further information (optional)