Inclusion Strategy – Hillside 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	2026-2027
Date this statement was published	1st December 2026
Date on which it will be reviewed	1st December 2027
Statement authorised by	Lynda Thomas SENDCO Adam Khan Headteacher Jo Taylor SEND Governor

Statement of intent

At Hillside, inclusion is at the heart of all our values. We firmly believe that every child belongs within our school community, feels valued, and deserves the opportunity to flourish academically, socially, and emotionally. We are fully committed to ensuring that all pupils—including those with Special Educational Needs and Disabilities (SEND), socio-economic disadvantages, medical needs, or individual vulnerabilities—can access a broad, ambitious, and well-sequenced curriculum alongside their peers.

We recognise that children may experience a variety of overlapping or changing barriers to learning, attendance, and wellbeing. Guided by the Department for Education's seven inclusion principles, our strategy focuses on early identification, following the graduated response of assess, plan, do review and a whole-school approach to reducing the impact of these barriers. We treat inclusive practice not as an additional initiative, but as the foundation of an excellent education. We are aware that inclusive practice is vital for some of our pupils but valuable for all.

High-quality, adaptive universal teaching is the core entitlement of every pupil at our school. Alongside diligent monitoring and continued improvement of teaching through evidence-informed strategies, we aim to build an inclusive learning environment where independence, resilience, and confidence are actively nurtured. Where a child's needs require more than our universal offer, we deploy our core resources and the Inclusive Mainstream Fund (IMF) to provide precisely targeted support, access to specialist expertise and the involvement of specialist outside agencies.

In partnership with parents, governors, and wider community stakeholders, we hold high expectations for all. Our ultimate aim is to close attainment gaps, improve student well-being, and successfully prepare every child for their next stage of education and life.

Our strategy has been developed around the Department for Education seven principles of inclusion. These principles are reflected in our culture of high expectations for every child, strong partnerships with families, high-quality inclusive adaptive teaching, effective uses of resources, collaboration with external agencies, evidence informed decision making by senior leaders and continual ongoing impact of our provision. Inclusion is everyone's responsibility at Hillside.

Staff receive ongoing CPD and work diligently to adapt teaching, provide targeted interventions and create supportive learning environments. Leaders have strengthened systems for monitoring SEND provision and progress and impact of interventions are evaluated. A robust and relentless culture of monitoring, book-looks and staff-collaboration drives forward the quality of teaching for all pupils with all vulnerable groups prioritised. Partnership with parents and carers is central to our approach. We recognise that families know their children best and we actively involve them in planning, reviewing and evaluating support given.

Our strong relationships with families, pastoral support and collaborative work with external agencies help us provide early help and effective support for children and their families. By working together, we aim to ensure that every child at Hillside feels included, is able to participate fully in school life, and leaves us prepared for the next stage of their education and future success. Every child deserves the opportunity to flourish, and we are committed to making that a reality for all pupils at Hillside.

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	Rising numbers of pupils requiring support for cognition and learning
2	Rising numbers of pupils requiring support for social, emotional and mental health needs
3	A growing number of pupils with neurodiversity who need support with sensory processing and self-regulation
4	A growing number of individual pupils with significant complex needs that need enhanced adaptive teaching, carefully structured multi-agency support and skilled teaching to enable meaningful participation and ability to progress alongside their peers

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	**Activity type** (*whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Whole-school professional development programme focused on adaptive teaching, and the 'Five-a-day' strategies for SEND. All teaching staff will receive	Universal	£ 22,000

sustained training on scaffolding, explicit instruction, cognitive and metacognitive strategies, modelling, information retrieval and the use of technology to support pupils with SEND. This is informed by the Special Educational Needs in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send guidance report, which identifies these as strategies with strong evidence for effectiveness. Training will be delivered through staff meetings and collaborative coaching following the EEF Guide to Implementation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation to ensure fidelity and sustainability. **Principle of inclusion:** high quality adaptive teaching with curriculum designed for all learners. **Barriers addressed:** 1,4 (link to SDP Priority 2)		
Strengthening the graduated approach (assess, plan, do, review) through SENCo supporting class teachers in co-producing support plans for pupils and setting appropriate foundational skills targets, and reviewing impact termly. Impact will be data driven using PIVATS and termly Standardised Assessment data. This approach is recommended by the Special Educational Needs in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send guidance report, which emphasises that assessment should be regular, purposeful, and involve multiple stakeholders. **Principle of inclusion:** evidence-based support prioritising early intervention. **Barriers addressed:** 1,2,3, 4 (link to SDP priorities 1,2 and 3)	Universal	£18,000
Development of inclusive enrichment provision ensuring all pupils, including those with complex SEND, can access trips, clubs and extra-curricular activities. We will audit current enrichment opportunities for accessibility, train staff in making reasonable adjustments, and allocate resources for additional adult support where needed. This aligns with our school improvement priority for enrichment and the DfE's expectation that all pupils should have the opportunity to participate in school life beyond the classroom, as outlined in Inclusive mainstream fund: best practice for schools https://www.gov.uk/government/publications/inclusive-mainstream-fund-support-for-school-leaders/inclusive-mainstream-fund-best-practice-for-schools. **Principle of inclusion:** enriching provision beyond the classroom that	Universal	Inclusive Resources: £4900

all children can access. **Barriers addressed:** 1,2,3 and 4 (link to SDP priority 3)		
Embedding restorative practice and relational approaches to behaviour to foster belonging and participation. All staff will receive ongoing training in restorative approaches and a trauma informed approach to support pupils' social, emotional and mental health needs and reduce barriers to learning. This is supported by the Special Educational Needs in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send guidance report, which highlights that a proactive, positive approach to behaviour benefits all pupils and can reduce challenging behaviour. **Principle of inclusion:** a safe and respectful culture fostering belonging, attendance, and participation in learning. **Barriers addressed:** ,2,3 and 4 (link to SDP priority 3)	Universal	Improving ELSA Room £2000.00 2 x ELSAs (+attendance officer) £20,000 Team teach training& membership £ 1413.00
Building upon partnerships with families and external services through SEND reviews, parent workshops, and multi-agency coordination. We will meet with parents and carers of pupils with SEND, produce support plans and share progress termly. We will continue to work closely with speech and language therapists, educational psychologists, and other specialists to ensure coordinated support. This reflects the DfE's expectation for strong partnerships, as set out in Inclusive mainstream fund: best practice for schools https://www.gov.uk/government/publications/inclusive-mainstream-fund-support-for-school-leaders/inclusive-mainstream-fund-best-practice-for-schools, and the EEF's emphasis on involving parents in the assess, plan, do, review cycle (Special Educational Needs in Mainstream Schools see links above). **Principle of inclusion:** strong partnerships with families and wider services. **Barriers addressed:** 1,2,3 and 4 (link to SDP priority 3)	Targeted	£ 10,000
Targeted small-group and one-to-one tutorial sessions/interventions for pupils with complex SEND, delivered by trained staff. For pupils whose needs cannot be met through the universal offer alone, we will implement carefully selected, evidence-based interventions matched to individual learning profiles. Interventions will be time-limited, regularly reviewed, and delivered in addition to (not instead of) high-quality classroom teaching, in line with the Special Educational Needs in Mainstream Schools (see links above) guidance report. **Principle of inclusion:**	Targeted	£3990.00 (1:1 tutor) £16,000 Interventions

evidence-based support prioritising early intervention. **Barriers addressed:** 1 and 4 (link to SDP priority 1,2 and 3)		
Maintaining current staffing model of experienced teachers and maximum number of teaching assistants. This enables effective adaptive teaching, immediate intervention, precision target support and positive relational practice. **Principle of inclusion:** evidence-based support prioritising early intervention. DfE SEND code of practice, Special Educational Needs in Mainstream Schools (see links above). guidance report. **Barriers addressed:** 1,2,3 and 4 (link to SDP priority 1,2 and 3)	Universal	£ 26794.00 +
	Total Cost	£125097.00 +
Notational SEND funding in budget Inclusion Fund (IMF)	Total	£115,777.00 £9,320.00 £125097.00

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
Improved outcomes, progress and attainment for pupils with SEND	Pupils with SEND make progress at least in line with their peers from their starting points, as measured by termly assessment data. The gap between pupils with SEND and their peers in reading, writing and mathematics narrows year-on-year. Pupils with EHCPs make measurable progress towards their individual outcomes as recorded in annual reviews.

	Measurement whether this has been achieved or not is evidenced through termly and end of year assessment data.
Increased staff confidence and competence in adaptive teaching for pupils with additional and sometimes complex needs	Staff demonstrate increased confidence in using the 'Five-a-day' strategies (scaffolding, explicit instruction, cognitive and metacognitive strategies, flexible grouping, use of technology). **Measurement** whether this has been achieved or not is evidenced through lesson observations, learning walks and book scrutinies. This should evidence consistent, high-quality adaptive teaching across all classes. Pupil voice indicates that lessons are accessible and that pupils feel supported in their learning.
All pupils, including those with complex SEND, participate fully in enrichment activities	No pupil is excluded from enrichment opportunities due to unmet support needs. **Measurement** whether this has been achieved or not is evidenced through participation data that shows pupils with SEND access trips, clubs and extra-curricular activities at rates comparable to their peers. Pupil and parent surveys indicate high levels of satisfaction with the accessibility and inclusivity of enrichment provision.
Improved sense of belonging and wellbeing for pupils with SEND	SEND pupils feel safe, respected and demonstrate a keen sense of belonging to Hillside school. **Measurement** whether this has been achieved or not is evidenced through pupil surveys that demonstrate that pupils with SEND feel safe, respected and that they belong at school. ELSA assessments show positive progress and attendance rates for pupils with SEND are monitored termly and measured favourably against whole-school and national benchmarks.
Effective early identification and intervention for pupils with emerging or escalating needs	The graduated approach (assess, plan, do, review) is embedded and evidenced through high-quality SEND support plans

	reviewed termly. Pupils' needs are identified earlier. **Measurement** whether this has been achieved or not is evidenced through high quality and timely 'Early Concerns' and Individual Support plans being written for pupils with fewer pupils requiring statutory assessment due to effective universal and targeted support. External professionals are involved at an early stage and they report effective coordination and timely referrals.
Strong, trusting partnerships with families of pupils with SEND	Parents of SEND pupils have strong, trusting relationships with Hillside school. **Measurement** whether this has been achieved or not is evidenced through parent surveys that indicate high levels of satisfaction with communication, involvement in planning, and understanding of their child's support. Parents report feeling listened to and that their views shape their child's provision.

Review of the previous academic year

This Inclusion Strategy for Academic Year 2026-2027 is our first, so no formal reviews are available as yet.

In Autumn Term 2027, the first review of our Inclusion Strategy will be published. It will be concise, detailed and will outline the progress we have made towards our targets and the impact it has had upon the outcomes for our SEND pupils and those with additional needs.

The Inclusion Strategy will be reviewed on an annual basis with updates informed by:

- Changes in cohort need, attainment and attendance data
- Evaluation of the impact of current provision and interventions
- Feedback from pupils, parents, staff and all stakeholders
- Ongoing developments in national guidance and evidence-informed practice

The Inclusion Strategy will be reviewed by our Inclusion Team to ensure that moving forwards, inclusive provision at Hillside is responsive, effective and aligned with the School development Plan.

Hillside Inclusion Team: Lynda Thomas (Inclusion Team Lead and School SENDCO), Sarita Jagota (KS1 Lead, PSHE and Wellbeing lead), Andy Newman (KS2 Lead and English Lead), Steve Caldwell (Deputy Headteacher and Teaching and Learning Lead) Leisa Hughes (Pastoral Lead, Attendance Officer and ELSA) and Jo Taylor (SEND Governor also a SENDCO).