



Overleigh St Mary's CE 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	2026-2027
Date this statement was published	09.2026
Date on which it will be reviewed	09.2027
Statement authorised by	Rebecca Shimmin Chair LGB

Statement of intent

Our vision is that every child at Overleigh St Mary's belongs, participates and achieves within an inclusive school community. We believe that inclusion is everyone's responsibility and that all pupils should have access to ambitious learning, high-quality teaching and the support they need to flourish academically, socially and emotionally. Our overall objectives for inclusion at Overleigh ensure a multi-tiered support model to meet the current needs of our pupils as well as being able to adapt to emerging or new needs accordingly.

1. Universal Offer:

(These are our key objectives to support inclusion and effective learning for all pupils)

- Continue to further refine our consistently high-quality adaptive teaching across all classes, ensuring calm environments and where early help and support is targeted for all. This includes maintaining our sensory-friendly classrooms where reasonable adjustments empower learners and strong relationships support and supportive behaviour approaches.
- Further ensure early identification of need/gaps so that children receive support in a timely manner.
- Further develop staff understanding of neurodiversity, trauma-informed approaches and emotionally available practice to ensure children feel safe, understood and ready to learn.
- Deepen teacher understanding of the firm foundations and core skills in reading, writing and maths so that the percentage of children achieving these in each year group increases at the end of the year.
- Further strengthen our universal offer through developing expertise and training for all staff through ongoing CPD in adaptive teaching, autism, ADHD, speech and language, sensory needs and inclusive classroom practice

This meets the following principals of inclusion:

- *evidence-based support prioritising early intervention*
- *high quality adaptive teaching with curriculum designed for all learners*
- *a safe and respectful culture fostering belonging, attendance, and participation in learning*

1. Targeted Offer:

(These are our key objectives to support inclusion where focused interventions and reasonable adjustments for individuals or small groups to overcome specific barriers are needed.)

- Further strengthen training and expertise of all staff in utilising speech and language teaching, assessment and learning tools to precisely identify need, target support and assess progress, where necessarily adjusting goals.
- Further support our families to work with their child's language development goals at home. This further supports co-production in provision in an equal and active



partnership where parents and teachers design, deliver, and review educational support together.

- All staff in EYFS and KS1 are appropriately trained and equipped to use Makaton, Gestalt and EKAN to ensure inclusion of children with SLCN (Speech, language and communication needs). This might be in individual or small group interventions as well as in general classroom.

This meets the following principals of inclusion:

- *enriching provision beyond the classroom that all children can access*
- *a safe and respectful culture fostering belonging, attendance, and participation in learning*

2. Targeted Plus:

(This is our key objectives to support inclusion where specialist external involvement is required)

- Draw on expertise professionals including Occupational Therapy, Early Help and speech and language and Educational Psychology from a model developed by our academy trust, CDAT, that ensures high quality, bespoke offer that can support our children, their families and staff as appropriate.
- Support from wider agencies including the Early Engagement Intervention and Inclusion Service within Cheshire West and Chester Local Authority.
- Establish a Support Base within EYFS suite of rooms to provide tailored teaching and support for specific groups of children.
 - i. Children in EYFS & Y1 with additional needs, beyond those which can be met through our strong universal offer or other interventions, so that they can receive the specialist support they need whilst being very much part of our wider school and spending time with their peers and accessing some shared provision. This will be a communication rich environment precisely designed to support individual existing and emerging need, including children who are currently non-verbal.
 - ii. Children who can flexibly access the base for targeted support e.g., 2 x 1 hour a week, supporting language development and meeting EHCP provision needs. The staff in the base will be highly trained to deliver intervention but also to peer support staff in the children(s) classrooms help children to build on and apply the learning.

This meets the following principals of inclusion:

- *strong partnerships with families and wider services*
- *inclusive environments with continuous improvements to accessibility*
- *enriching provision beyond the classroom that all children can access*
- *a safe and respectful culture fostering belonging, attendance, and participation in learning*

This strategy has been developed using school-based evidence based evaluation with support from stakeholders including governors and parents as well as professionals including speech and language therapists and specialist advice from our trust, CDAT.

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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Increasing complexity of Speech, Language and Communication needs



2	Increasing need for early intervention in EYFS
3	Increasing complexity of EHCP provision
4	Higher levels of neurodiverse profiles requiring adaptive teaching
5	Attendance for pupils with very neurodiverse profiles with high sensory needs and often including other medical needs
6	Consistent adaptive teaching across all classrooms

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 <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Purchase Hanen More Than Words	Targeted	£150
CDAT Inclusion Support Service	Universal	£5000
Inclusion Base Resourcing	Targeted	£9050
Occupational Therapy Programme	Targeted	£1500
Learning Village Licences	Universal	£1500
Gestalt Training for Staff	Targeted	£1000
Elkan	Targeted	£550
Teaching & Learning Quality First Training	Universal	£1000
Play Therapy & Counselling (SEND proportion of)	Targeted	£3500
Speech & Language Intervention Initiative	Targeted	£1000
	Total	£24,250 (IMF 17,500)

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
Staff are highly skilled in age related language development & can confidently use identified tools to assess, devise programmes and deliver provision. Children, including in year arrivals, are assessed in a timely manner and bespoke provision is targeted.	We can demonstrate individual progress and achievement that is diminishing differences over time even when children may not yet be working within age related expectations.
Increased provision and capacity to precisely meet the needs of children with complex needs in EYFS & KS1 who are working significantly below age related expectations.	Parents are confident in the provision we offer and our capacity to meet need, especially where a specialist space might be identified as a need but local capacity has been reached. Children are securing progress in their targeted provision and periods of engagement are increasing. Staff who support children who require additional inclusion room provision are highly skilled and confident in knowledge and skill set.
Progress for pupils with SEND will be at least inline with average pupil progress and attainment will be diminishing the difference on national outcomes.	All pupils including those with SEND leave our school well equipped to tackle their next phase of education.
Monitoring outcomes demonstrates that adaptations to teaching are consistently and precisely deployed to meet need within universal provision.	All children, including those working below age related expectations are able to access learning that is well matched to need and are securing progress. Ensuring firm foundations.
SEND pupil attendance is higher than national SEND and diminishing the difference on school average which are above national.	Children with SEND & their families report that they have effective strategies ensure positive attendance rates and can access additional personalised support when needed.

Further information (optional)

Use this space to provide any additional information you think necessary to help others understand your strategy.