Inclusion Strategy

Before completing this template, read DfE's Developing an inclusion strategy using the IMF for school leaders.

Schools can use this template to help them develop their inclusion strategy, which must be published on their school website by 31 December every academic year.

Before publishing your completed statement, delete the instructions (text it italics) in this template, and this text box.

Inclusion Strategy – Billinge Chapel End 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	16th November 2026
Date on which it will be reviewed	23rd February 2027
Statement authorised by	C. Hewitt Headteacher

Statement of intent

Ambitious Leadership and Management

At Billinge Chapel End Primary School, we are committed to embedding inclusion within all aspects of school improvement. Our leadership team, including the Local Governing Borad, ensures that inclusion informs strategic planning, professional learning and decision-making across the school. Through a structured approach to implementation, we align professional learning with our inclusion priorities and provide

staff with opportunities to develop, practise and refine evidence-informed approaches to inclusive teaching. Leaders use ongoing professional learning, feedback and implementation evidence to understand how effectively agreed approaches are becoming embedded in classroom practice, identify where further support is needed and inform continuous improvement. This structured approach enables us to build staff expertise, evaluate progress and embed inclusive practice as a core part of our school improvement strategy. Example of recent teacher training are: Autism in schools, trauma informed approaches and adaptive teaching approaches. Our commitment to inclusion is set out in the school mission, the school values and school aims. Billinge Chapel End Primary School: Welcome to Chapel End Primary School & Nursery

Evidence-based support prioritising early intervention

We strengthen our approach to early identification through clear processes for sharing information between, families, agencies, teachers, teaching assistants and the SENCo, alongside evidence-informed professional learning that develops staff expertise in recognising and responding to barriers to learning. Professional learning and effective communication supports teachers, families, agencies and teaching assistants to select and apply appropriate approaches that improve participation, learning and progress. Through ongoing reflection, feedback and implementation evidence, leaders identify emerging themes, understand where further support or development may be needed and continually refine our universal and targeted provision. This enables us to respond to emerging needs early and ensure that additional support is timely, purposeful and informed by evidence.

High quality adaptive teaching with curriculum designed for all learners

We strengthen our universal offer by investing in high-quality adaptive teaching and an ambitious curriculum that enables all students to participate, learn and succeed. Our school Learning Lodge is part of our expanded inclusive offer for children who are identified by senior leaders as requiring bespoke support and curriculum. The Learning Lodge is not a destination or a separate school within a school. It is a planned, reviewed and personalised part of a pupil's mainstream education, designed to remove barriers, build skills and increase successful participation in class and the wider life of the school. *Through evidence-informed professional learning, modelling, deliberate practice and ongoing feedback, staff develop the knowledge, skills and confidence to adapt teaching while maintaining consistently high expectations for every learner. We support staff to identify and remove barriers to learning through thoughtful curriculum design and responsive classroom practice. Leaders use implementation evidence to*

understand the quality and consistency of inclusive practice across the school, identify areas for further development and inform ongoing professional learning.

Enriching provision beyond the classroom that all children can access

We are committed to removing barriers to participation and promoting inclusion across all aspects of school life. All staff share responsibility for creating a culture of belonging and develop the knowledge and confidence to identify and address barriers that may prevent students with SEND from participating fully in enrichment activities, educational visits, clubs and the wider life of the school. We actively seek the views and experiences of students and families to understand where barriers exist and use this evidence to improve our provision. Through ongoing professional learning and reflection, we work to ensure that inclusive approaches are embedded consistently across every aspect of the school experience.

A safe and respectful culture fostering belonging, attendance, and participation in learning

We strengthen our inclusive culture by developing consistent approaches to relationships, behaviour and belonging across the school. This is enhanced through our personal development offer including progressive learning and support in PSHE and promoting alternative thinking strategies. Our No- Outsiders weeks focusing on protected characteristics also act as a vehicle for this strand of our inclusive offer. Through evidence-informed professional learning, all staff develop a shared understanding of inclusive practice and the knowledge and confidence to create environments in which every pupil feels safe, valued and able to participate. We use pupil voice and other relevant evidence to understand students' experiences, identify barriers to belonging, engagement and attendance, and inform improvements to our provision. Through ongoing professional learning, reflection and evaluation, we work to embed inclusive principles within everyday interactions and strengthen a culture of belonging across the school.

Strong partnerships with families and wider services

We strengthen partnerships with families and external professionals through consistent, respectful and collaborative approaches to communication and decision-making. We recognise families as important partners in understanding each student's strengths, needs and aspirations, and involve them meaningfully in planning and reviewing support. Staff develop the knowledge, confidence and shared professional language needed to communicate effectively about learning, barriers and provision. We work closely with relevant professionals and services to ensure that information is

shared appropriately, support is coordinated and decisions remain centred on the needs of each child.

Inclusive environments with continuous improvements to accessibility

We continue to improve the accessibility of our physical, digital and organisational environments as part of our wider commitment to inclusion. We actively seek to identify and remove barriers that may prevent students from accessing, participating in and benefiting fully from school life. Alongside improvements to the environment, we develop staff expertise in inclusive and adaptive practice, ensuring that resources, technologies and environmental adaptations are used effectively to support students' needs. We draw on the experiences of students and families, alongside other relevant evidence, to evaluate the impact of changes and identify priorities for continued improvement.

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	**Sensory and environmental needs** Overstimulation from noise, busy classrooms, lighting, crowded spaces and difficulty coping with unstructured times. Difficulty managing routines, transitions, personal organisation and independent tasks.
2	**Autism and neurodiversity** Sensory sensitivities, difficulty with transitions, changes to routine, social interaction and adapting to the school environment. Difficulty managing emotions, anxiety, distress, frustration, emotional dysregulation and coping with everyday classroom demands.
3	**Trauma and adverse childhood experiences** Ability to regulate emotions linked to trauma.
4	**Cognition and learning** Significant learning delays, difficulties retaining information, processing instructions and working independently.

5	**Communication and interaction** Speech and language difficulties, social communication needs, difficulty understanding instructions and expressing needs. Difficulties forming friendships, conflict with peers, social isolation and understanding social expectations.

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)*
Development Sensory-friendly spaces: Quiet areas where pupils can regulate their emotions and manage sensory overload: Little Lodge Nest Year 3-4 calm space Addressing barriers 1/2/3/5	Little Lodge is targeted Year 3- 4 and Nest are universal	£1500
Flexible teaching approaches: visual instructions, adapted tasks, assistive technology and alternative ways of demonstrating learning Addressing barriers 1/2/4	Universal	£450

• **Inclusive playground activities:** Coach led adapted games and equipment so children with physical, sensory or learning needs can participate. Addressing barriers 1/2/5	Targeted	£3,500
• **Staff INSET and CPD workshops:** Train staff in autism awareness, ADHD, adaptive teaching and learning, speech and language needs and trauma-informed practice and emotional literacy training. Addressing barriers 1/2/3/4/5	Universal	£600
• Offer of morning sensory circuits. Provides a stimulus to start the day for children in Years 1-6 to enable them to transition into the classroom environment in a calm way. Addressing barriers 1/2/3/5	Targeted	£2,800

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
Development Sensory-friendly spaces: Quiet areas where pupils can regulate their emotions and manage sensory overload: Little Lodge Nest Year 3-4 calm space Addressing barriers 1/2/3/5	• Little Lodge, The Nest and the Year 3–4 Calm Space are developed and maintained as safe, welcoming and accessible environments where pupils can regulate their emotions and manage sensory overload. • Pupils who experience sensory, emotional or behavioural difficulties are able to access the spaces when

	needed, supporting self-regulation and emotional wellbeing. • Each space is appropriately resourced with sensory equipment, calming activities and resources that meet the individual needs of pupils. • Staff understand the purpose of each space and consistently support pupils to use them effectively, promoting independence and positive self-regulation strategies. • Pupil feedback, staff observations and behaviour/wellbeing data demonstrate increased engagement, improved emotional regulation and a reduction in incidents linked to sensory overload. • The effectiveness and accessibility of the spaces are regularly reviewed, with adaptations made in response to pupil needs and feedback. **Impact:** Pupils feel safe, supported and understood, with improved access to learning through the reduction of sensory and emotional barriers.
Flexible teaching approaches: visual instructions, adapted tasks, assistive technology and alternative ways of demonstrating learning Addressing barriers 1/2/4	• Teachers consistently use flexible and adaptive teaching approaches to ensure all pupils can access learning and make progress. • Visual instructions, prompts, now-and-next boards, task breakdowns and modelling are embedded into lessons to support understanding and independence. • Tasks and learning activities are adapted to meet individual needs, providing appropriate levels of support and challenge. • Assistive technology and appropriate resources are used effectively to remove barriers to learning and promote pupil engagement.

	• Pupils are offered alternative ways to demonstrate their knowledge, understanding and skills, recognising that learning can be communicated in different ways. • Staff confidence and understanding of adaptive teaching strategies improve through shared practice, training and ongoing professional development. • Pupil engagement, participation, independence and progress improve, particularly for those who experience barriers within traditional teaching approaches. **Impact:** All pupils are able to access a broad and ambitious curriculum through teaching approaches that recognise and respond to individual needs, enabling them to participate, demonstrate their learning and achieve their potential.
• **Inclusive playground activities:** Coach led adapted games and equipment so children with physical, sensory or learning needs can participate. Addressing barriers 1/2/5	• A programme of coach-led, adapted playground games and activities is established to ensure all pupils have opportunities to participate, regardless of their physical, sensory or learning needs. • Playground activities are differentiated and adapted to meet individual needs, ensuring games are accessible, engaging and appropriately challenging. • A range of inclusive equipment and resources is available to support participation, including pupils with physical, sensory and communication difficulties. • Staff and coaches are confident in adapting games, providing appropriate support and encouraging positive interactions between pupils. • Pupils are supported to develop confidence, social skills,

	communication, teamwork and positive relationships through structured play. • Participation in playground activities increases, particularly for pupils who may otherwise experience barriers to accessing traditional playground games. • Pupil voice and staff feedback demonstrate that children feel included, valued and able to participate in play alongside their peers. **Impact:** All pupils have increased opportunities to experience positive, meaningful and inclusive play, developing friendships, confidence and social skills while reducing barriers to participation and promoting a sense of belonging.
• **Staff INSET and CPD workshops:** Train staff in autism awareness, ADHD, adaptive teaching and learning, speech and language needs and trauma-informed practice and emotional literacy training. Addressing barriers 1/2/3/4/5	• A programme of targeted INSET and CPD opportunities is delivered to develop staff knowledge, understanding and confidence in supporting pupils with a range of additional needs. • Staff receive training in autism awareness, ADHD, adaptive teaching and learning, speech and language needs, trauma-informed practice and emotional literacy. • Staff develop a deeper understanding of how neurodiversity, communication difficulties, sensory processing and emotional regulation can impact pupils' engagement, behaviour and learning. • Practical strategies and approaches from training are embedded consistently into classroom practice and wider school provision. • Staff demonstrate increased confidence in identifying barriers to learning and adapting their approaches to meet individual pupil needs.

	• Opportunities are provided for staff to share good practice, reflect on the impact of strategies and develop a consistent, inclusive whole-school approach. • Pupil voice, staff feedback, learning observations and progress data demonstrate improvements in pupil engagement, emotional wellbeing, behaviour and access to learning. **Impact:** Staff have the knowledge, skills and confidence to understand and respond effectively to the diverse needs of pupils. This leads to more consistent, inclusive and supportive practice across school, ensuring barriers to learning are identified and reduced so that all pupils can thrive.
• Offer of morning sensory circuits. Provides a stimulus to start the day for children in Years 1-6 to enable them to transition into the classroom environment in a calm way. Addressing barriers 1/2/3/5	• A structured programme of morning sensory circuits is established for pupils in Years 1–6 who would benefit from additional sensory input and support with morning transitions. • Sensory circuits provide a range of appropriate movement, alerting, organising and calming activities to help pupils regulate their sensory needs and prepare for learning. • Pupils are supported to transition from home to school and into the classroom environment in a calm, positive and purposeful way. • Activities are adapted to meet individual sensory profiles and needs, ensuring pupils receive appropriate levels of stimulation and support. • Staff delivering sensory circuits understand their purpose and are confident in using activities to support sensory regulation and readiness to learn. • Staff observations and pupil feedback demonstrate improvements in morning

	transitions, emotional regulation, readiness to learn and classroom engagement. • The impact of sensory circuits is regularly monitored and provision adapted in response to pupils' changing needs. **Impact:** Pupils begin the school day feeling calmer, more regulated and ready to learn. Morning transitions become more positive, reducing barriers to classroom engagement and supporting improved emotional wellbeing, independence and access to learning.

Review of the previous academic year

To be written in 2027/2028