Inclusion Strategy

Northway Community Primary School

The Inclusion Strategy 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	2026-2029
Date this statement was published	31st December 2026
Date on which it will be reviewed	31st December 2027
Statement authorised by	Kate McKenzie (Headteacher) Clare Elwill (Chair of Governors)

Statement of intent

At Northway Community Primary School, we are committed to creating an inclusive learning community where every child feels valued, supported and able to achieve their full potential. We believe that all pupils, including those with Special Educational Needs and Disabilities (SEND), should have equitable access to high-quality education, enriching experiences and the support they need to thrive academically, socially and emotionally. Our aim is to identify and remove barriers to learning at the earliest opportunity, ensuring that every pupil develops confidence, independence and a strong sense of belonging within our school community.

This Inclusion Strategy outlines how we will strengthen our inclusive practice through evidence-based approaches, targeted support and high-quality universal provision. The strategy has been developed in response to the needs identified within our school population, including the increasing prevalence of communication and interaction needs, ongoing challenges associated with specific learning difficulties, barriers relating to attendance and the need to ensure access to enrichment opportunities. Our activities have been carefully planned to address these barriers through staff development, adaptive teaching, pastoral support, early intervention and strong partnerships with families and external agencies.

Our strategy is underpinned by the seven principles of inclusion. We have invested in ambitious leadership through the creation of an Assistant Headteacher for Inclusion and Pastoral Care and a role for dedicated leadership for enrichment. We prioritise evidence-based early intervention through screening, assessment, close monitoring and timely support. We continue to develop high-quality adaptive teaching through ongoing professional development, coaching and monitoring. We are committed to providing enriching opportunities beyond the classroom that are accessible to all pupils. Our attendance strategy and pastoral provision support a safe, respectful culture where pupils feel a sense of belonging and are ready to learn. Strong partnerships with families and external services are central to our approach, and we continually review our environment and provision to improve accessibility and inclusion for all learners.

At Northway, we recognise that successful inclusion is built on collaboration. We work closely with pupils, parents, carers, governors, staff and external professionals to identify needs, evaluate provision and shape future priorities. Feedback from families, pupil voice, advice from specialist services and ongoing review of school data all contribute to the development of this strategy and help ensure that our provision reflects the needs of our community.

Through this strategy, we aim to create an environment where all children can participate fully in school life, access learning successfully, attend regularly, develop meaningful relationships and achieve the best possible outcomes, regardless of their starting point or individual needs.

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
1	**Cognition and Learning: Specific Learning Difficulties (SpLD)** Specific Learning Difficulties (SpLD), including dyslexia, are a significant area of need for many pupils on the school's SEND register. These difficulties can affect reading, spelling, handwriting, processing speed, working memory, organisation and the recording of ideas, impacting access to the curriculum, attainment, confidence and independence across subjects. The school uses recognised dyslexia screening tools to identify pupils' strengths and needs, with outcomes informing classroom support, interventions and reasonable adjustments. Results are shared with parents and carers to promote a collaborative approach. Teachers provide high-quality inclusive teaching through strategies such as structured instructions, visual supports, scaffolding, assistive technology, overlearning and opportunities for repetition. Through early identification, targeted support and ongoing monitoring, the school aims to help pupils with SpLD develop confidence, independence and achieve their potential across the curriculum.
2	**Communication and Interaction** Communication and interaction needs are an increasing area of need within the school and can impact pupils' ability to understand and use language, communicate effectively, engage socially and build

	positive relationships. These difficulties may affect speech and language development, social communication, confidence, independence and emotional wellbeing. As communication skills underpin learning across the curriculum, pupils may require additional support to follow instructions, participate in discussions, work collaboratively and demonstrate their understanding. The school is committed to early identification and provides support through high-quality inclusive teaching, targeted interventions and partnership working with families and external professionals. Through a graduated approach, pupils are supported to develop their communication skills, confidence and successful participation in school life.
3	**Attendance** Good attendance is essential for pupils to access learning, make progress and fully participate in school life. For some pupils, particularly those with SEND, barriers such as anxiety, medical needs, social and emotional difficulties, communication needs or sensory differences can affect attendance, limiting access to learning, support and social opportunities. The school recognises these additional challenges and is committed to identifying and addressing barriers to attendance at the earliest opportunity, ensuring that all pupils are supported to engage successfully in their education.
4	**Enrichment and Access to Opportunities Beyond the Classroom** Access to enrichment activities such as clubs, trips, sports, leadership opportunities and wider curriculum experiences supports pupils' personal development, wellbeing, confidence and social skills. Some pupils, particularly those with SEND or other vulnerabilities, may face barriers to participation, including communication, social, emotional, sensory, physical or financial challenges. The school is committed to ensuring equitable access to enrichment opportunities by identifying and reducing barriers, enabling all pupils to participate fully and benefit from the wider experiences that support engagement, wellbeing and achievement.

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.

Barrier number	Description of activity	Activity type	Total budgeted cost
All barriers	**Leadership and Pastoral Support** To strengthen inclusion, wellbeing and attendance, Northway has invested in a dedicated Assistant Headteacher for Inclusion and Pastoral Care who leads the school's approach to supporting pupils, families and staff. The role focuses on identifying and removing barriers to learning, coordinating support for vulnerable pupils and those with SEND, working closely with families, and ensuring staff are well equipped to meet a range of needs. The school has also introduced a dedicated Attendance Officer and Pastoral Support role to provide early intervention for attendance, wellbeing and engagement concerns. Working alongside families and school staff, this role helps ensure that issues are identified and addressed before they escalate. Northway has further enhanced its emotional wellbeing provision by increasing the capacity of its ELSA (Emotional Literacy Support Assistant) and introducing a twice-weekly nurture breakfast club for identified pupils. These initiatives provide targeted emotional support, help pupils develop confidence and resilience, and improve readiness for learning. By working collaboratively with families, staff and external agencies, the school has developed a joined-up approach that links attendance, wellbeing and inclusion. This investment in leadership, pastoral care and early intervention aims to reduce barriers to learning, improve outcomes and ensure that every pupil is supported to thrive.	Universal & Targeted	£5000
All barriers	**Adaptive Teaching** Adaptive teaching is a key element of the school's inclusive approach, ensuring that all pupils can access learning and make progress regardless of their starting points. Staff adapt teaching, resources and learning environments to meet a wide range of needs, including specific learning difficulties, communication and interaction needs, attention and concentration difficulties, SEMH needs, sensory and physical needs, cognition and learning difficulties, speech and language delays, and gaps in learning caused by absence. Recognising that these barriers can affect pupils' ability to access the curriculum, participate fully and demonstrate their understanding, the school has invested significantly in staff training and professional development. Ongoing CPD focuses on adaptive teaching, inclusive classroom practice, SEND,	Universal & Targeted	£1000

	communication and interaction, and strategies to remove barriers to learning. This is supported by a coaching-led monitoring cycle that includes lesson visits, learning walks, professional dialogue and collaborative planning. These processes help staff reflect on and refine their practice, ensuring that training translates into effective classroom support. Through this commitment to staff development and continuous improvement, the school aims to strengthen inclusive teaching, reduce barriers to learning and improve outcomes for all pupils.		
1	**Cognition and Learning – Specific Learning Difficulties (SpLD)** The school supports pupils with Specific Learning Difficulties (SpLD), including dyslexia, through high-quality adaptive teaching and reasonable adjustments. Strategies such as clear instructions, visual supports, scaffolding, assistive technology, overlearning, repetition and reinforcement are used to help pupils access learning, participate fully and demonstrate their understanding. Through early identification, monitoring and graduated support, the school aims to develop pupils' confidence, independence and achievement across the curriculum. To further strengthen provision, key staff will undertake SpLD Champions training and lead specialist training for classroom practitioners. This programme will enhance staff knowledge of evidence-based, multi-sensory teaching approaches, improve understanding of literacy difficulties, and develop confidence in using assessment and screening information, including dyslexia screening outcomes, to plan targeted support and appropriate adjustments. The training includes practical workshops and in-school coaching to help staff embed effective strategies into everyday classroom practice. Delivered by a qualified dyslexia assessor and Local Authority Inclusion Consultant, the programme aims to improve access to learning, raise literacy outcomes and increase confidence and independence for pupils with specific learning difficulties.	Universal & Targeted	£1500
2	**Communication and Interaction** The school is continuing to strengthen its support for pupils with communication and interaction needs through its ongoing participation in the Voice 21 Oracy Programme**,** now entering its third year. By embedding oracy across the curriculum, staff are developing pupils' speaking, listening, vocabulary and confidence through structured discussion, collaborative learning and purposeful talk. This whole-school approach is particularly beneficial for pupils with speech, language and communication difficulties.	Universal & Targeted	£2475

	To support understanding and participation, the school promotes the consistent use of visual supports across all classrooms, including visual timetables, symbols, prompts and key vocabulary displays. Where needed, pupils receive more personalised support such as communication boards, now-and-next boards and symbol-supported resources to reduce barriers to learning and social interaction. The SENDCo works closely with external professionals, including Speech and Language Therapists, to ensure pupils receive timely and appropriate support. Specialist advice informs classroom strategies, interventions and individual plans, while early identification and access to speech and language advice services help ensure concerns are addressed quickly. During 2026-27, the school is also participating in a Local Authority Autism Spectrum Condition (ASC) development programme led by the Autism Inclusion Consultant. This includes a whole-school audit, tailored action planning, staff training, professional support sessions, pupil voice activities and environmental reviews. The programme aims to further strengthen autism-inclusive practice and improve outcomes for autistic pupils. Through its focus on Oracy, visual communication supports, specialist partnerships and autism development work, the school aims to improve pupils' communication skills, confidence, social interaction, participation and access to learning across all areas of school life.		
3	**Attendance** The school is committed to promoting strong attendance through a supportive, inclusive and proactive approach. By working closely with families, staff and external agencies, the school seeks to identify and address barriers to attendance at an early stage, particularly for vulnerable pupils and those with SEND. To strengthen this work, the school has invested in a dedicated Attendance Officer who provides a clear point of contact for families and enables attendance concerns to be addressed promptly. The introduction of a dedicated attendance hatch further supports effective communication and early intervention. A comprehensive attendance strategy brings together the Attendance Officer, Assistant Headteacher for Inclusion and Pastoral Care, school leaders and staff to monitor attendance, identify emerging concerns and implement appropriate support. This may include pastoral support, reasonable adjustments, targeted interventions and collaboration with external services. Through robust monitoring, strong relationships with families and coordinated support, the school aims to reduce attendance-related barriers, improve engagement and ensure that all pupils,	Targeted	£2325

	particularly those who are vulnerable or have additional needs, can access learning regularly and achieve their full potential.		
4	**Enrichment Beyond the Classroom** The school is committed to ensuring that all pupils, including those with SEND and other vulnerabilities, can access and benefit from a wide range of enrichment opportunities. Through careful planning, reasonable adjustments and targeted support, the school aims to remove barriers to participation and ensure every pupil feels included, valued and able to develop their interests and talents beyond the classroom. To strengthen this provision, two staff members have been appointed as Enrichment Leads with Teaching and Learning Responsibility (TLR). They are responsible for developing, coordinating and evaluating the school's enrichment offer, working closely with school leaders, the SENDCo, the Assistant Headteacher for Inclusion and Pastoral Care, and teaching staff to identify and address barriers to participation. The Enrichment Leads will promote a diverse range of opportunities, including clubs, educational visits, sports, creative arts and leadership activities, while monitoring participation and gathering pupil and parent feedback. Particular attention will be given to ensuring that vulnerable pupils and those with SEND can participate through appropriate adaptations, such as visual supports, additional adult assistance, adapted resources, sensory considerations and enhanced communication with families. By embedding inclusion into enrichment planning from the outset and providing dedicated leadership, the school aims to increase participation, build confidence, develop social skills and independence, raise aspirations, and ensure that all pupils can benefit from meaningful experiences beyond the classroom.	Universal & 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
Teaching across the school is consistently adaptive and inclusive, enabling pupils with SEND and additional needs to access the curriculum successfully.	• Monitoring activities, learning walks and coaching records demonstrate that adaptive teaching strategies are embedded across all classes. • Staff report increased confidence in meeting a range of learning needs through CPD evaluations and coaching discussions. • Pupils with SEND access learning with appropriate adaptations and show sustained engagement in lessons.

	• The attainment and progress of pupils with SEND show improvement from individual starting points.
Pupils with Specific Learning Difficulties (SpLD) are identified early and receive effective support that improves access to learning and literacy outcomes.	• Dyslexia screening and assessment processes are consistently implemented and shared with families. • Staff successfully apply multi-sensory approaches and recommendations from SpLD Champion training. • Pupils identified with SpLD demonstrate improved confidence, independence and engagement in literacy activities. • Assessment information evidences progress in targeted areas of need.
Pupils with communication and interaction needs develop greater confidence, language skills and participation in learning.	• Voice 21 approaches are evident across curriculum planning and classroom practice. • Visual supports are consistently available in all learning environments and targeted communication resources are used where required. • Pupils with communication and interaction needs demonstrate increased participation in discussions, collaborative activities and wider school life. • Referrals and support plans are informed by timely advice from Speech and Language Therapy and other external professionals.
Attendance barriers for vulnerable pupils and those with SEND are identified and addressed at the earliest opportunity.	• Attendance is monitored robustly through the school's attendance strategy. • Attendance concerns are addressed promptly through the Attendance Officer and pastoral team. • Improved attendance rates are evident for identified pupils and targeted groups. • Families report that communication and support relating to attendance are timely and effective. • Reductions are seen in persistent absence for vulnerable pupils and those with SEND.
All pupils, including those with SEND and other vulnerabilities, have equitable access to enrichment opportunities beyond the classroom.	• Participation in clubs, educational visits and wider enrichment activities increases for pupils with SEND and other identified groups. • Barriers to participation are identified and appropriate reasonable adjustments are implemented. • Pupil voice demonstrates that children feel included, represented and able to access opportunities that interest them. • Monitoring by the Enrichment Leads shows increased engagement and participation across a broad range of activities.
The school's inclusive leadership structure strengthens outcomes for pupils, families and staff.	• The Assistant Headteacher for Inclusion and Pastoral Care provides effective oversight of inclusion, pastoral support and early intervention processes. • Families report positive experiences of communication, support and partnership working with the school. • Staff demonstrate increased confidence in supporting pupils with additional needs. • School monitoring evidences that barriers to learning are identified and addressed more quickly through coordinated leadership, pastoral provision and external agency involvement.

A culture of inclusion, belonging and participation is evident across the school community.	• Pupils report feeling safe, valued and included within the school environment. • Attendance, engagement and participation data demonstrate positive outcomes for vulnerable groups and pupils with SEND. • Families and external agencies work collaboratively with the school to support pupils' needs. • The school's inclusive practices are consistently evident through monitoring, pupil voice and parental feedback.

Review of the previous academic year – N/A for 2026-27