

Sherwood Primary School

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	September 2026
Date on which it will be reviewed	August 2027
Statement authorised by	Jodie Lumb

"We are Sherwood. Each of us unique. As one family, we all thrive and excel together."



Statement of intent

At Sherwood Primary School, our Mission Statement is central to our work and reflects our unwavering commitment to creating an inclusive, welcoming, and ambitious learning environment for every child. Inclusion is embedded within our strategic vision and daily practice. Through our mission statement, strategic planning, and school improvement cycle, we are committed to ensuring that every child is supported to thrive and excel. We achieve this through the seven principles of Inclusion (referenced by number throughout this document):

1. **Ambitious leadership and governance** that places inclusion at the heart of decision-making and strategic development.
2. **Evidence-informed provision and support**, with a strong emphasis on early identification and intervention to meet needs as soon as they emerge.
3. **High-quality adaptive teaching** and a broad, ambitious curriculum designed to enable all learners to access, participate in, and succeed in learning.
4. **Inclusive enrichment opportunities beyond the classroom**, ensuring that all children can engage fully in school life, including trips, clubs, leadership roles, and wider experiences.
5. **A safe, nurturing and respectful culture** that promotes belonging, positive attendance, wellbeing, and active participation in learning.
6. **Strong partnerships with families, external agencies, and wider services**, recognising that effective collaboration leads to better outcomes for children.
7. **Accessible and inclusive learning environments**, supported by ongoing review and improvement to ensure that barriers to learning and participation are identified and removed.

Through these commitments, we strive to create a community where every child feels valued, supported, and empowered to achieve their full potential as a member of the Sherwood family.

We recognise our parents and carers as essential partners in securing positive outcomes for all children. We are committed to building trusting and collaborative relationships with families, ensuring that their views, aspirations, and knowledge inform decision-making at every stage. By fostering strong partnerships between home, school, and external services, we work collaboratively to ensure all children receive coordinated support and are empowered to thrive both academically and personally.

Barriers to Learning and Participation

At Sherwood Primary School, we recognise that children may experience a range of barriers to learning, participation, and achievement. These barriers may be short term or long-term and can arise from a variety of factors.

We are committed to identifying and removing barriers to learning at the earliest opportunity through inclusive practice, high-quality adaptive teaching, effective partnerships with families, and targeted support where needed. By focusing on individual strengths as well as needs, we strive to ensure that every child can access learning, participate fully in school life, and achieve their potential.

At Sherwood Primary School, children may encounter the following barriers to learning:

Detail of barrier to learning	
1	Speech, language, and communication needs On entry to Sherwood Primary School in EYFS, 58%* of children encounter speech, language and communication needs (SLCN). They encounter difficulties understanding and using language, following instructions, expressing ideas, developing vocabulary, and interacting effectively with others. As language underpins learning across the curriculum, these challenges can affect academic progress, participation, collaboration, and independence. SLCN can also impact confidence, self-esteem, emotional wellbeing, and relationships. Early identification and appropriate support are essential to reduce barriers to learning and promote positive educational and social outcomes. * 3 year baseline average (2023-2025)
2	English as an Additional Language (EAL) At Sherwood Primary School, we recognise that pupils who speak English as an Additional Language (EAL) bring a wealth of linguistic, cultural, and personal strengths to our school community. We value and celebrate multilingualism and understand that speaking more than one language is an asset. However, some pupils may experience barriers to learning while they are developing proficiency in English, particularly when accessing the language demands of the curriculum. At Sherwood Primary School, 48% of learners*, speak English as an additional language. Children who are learning English at Sherwood Primary School, may initially find it challenging to understand new vocabulary, follow complex instructions, express their ideas, participate in discussions, or demonstrate their knowledge and understanding. These challenges can affect their ability to access learning across all subjects, build relationships, develop confidence, and participate fully in school

	life. The cognitive demands of learning new concepts while simultaneously acquiring a new language can also impact the pace at which children make progress. * 3 year average (2023-2025)
3	Social, emotional, and mental health needs At Sherwood Primary School, we recognise that social, emotional, and mental health (SEMH) needs can present significant barriers to learning, wellbeing, and participation in school life. Some children experience difficulties with emotional regulation, anxiety, self-esteem, resilience, relationships, or behaviour, which can affect their ability to engage with learning, attend school regularly, and achieve their potential.
4	Cognition and learning needs At Sherwood Primary School, children may experience difficulties that affect the pace at which they learn, their ability to retain information, or their capacity to work independently and transfer learning across different contexts. Pupils with cognition and learning needs may find it challenging to acquire literacy and numeracy skills, process and recall information, understand abstract concepts, organise their thinking, or sustain attention and concentration. We recognise that cognition and learning needs exist across a continuum and may include moderate to severe learning difficulties, profound and multiple learning difficulties, specific learning difficulties or difficulties linked to other SEND needs.
5	Sensory Needs We recognise that some children may experience barriers to learning, participation, and wellbeing as a result of differences in how they think, process information, communicate, interact with others, and respond to their environment. This includes children with a range of profiles such as autism, attention deficit hyperactivity disorder (ADHD), and other differences. These differences are a natural part of human diversity and bring many strengths, talents, and unique perspectives.

Activity in this academic year

We will prioritise the following activities in this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

Our Inclusion Strategy is underpinned by the following research [The EEF Guide to Inclusive Teaching 2026](#) and the [7 Principles of Inclusion](#).

Description of activity	Activity type	Total budgeted cost	Barriers addressed	Principles of Inclusion
CPD to Further Develop High Quality Adaptive Teaching				
Teacher and Support Staff internal and external CPD focussing on high-quality adaptive teaching that further develops pre-teaching and checking for understanding strategies in class. Delivery of CPD to support newly appointed teachers and support staff to deliver explicit teaching of vocabulary across the curriculum to develop language and comprehension skills. CPD to support newly appointed teachers and support staff to develop delivery of Sherwood Oracy Strategy: structured speaking and listening through discussion, talk partners, group work, role play, debating, and collaborative learning.	Universal	£750.00	1, 2, 4	2, 3
Delivery of Targeted Speech and Language Support				
Early identification and assessment of speech, language and communication needs through observation and screening led by Early Language Leader/Teachers/Support Staff. Early Language Leader released from class to deliver Wellcomm CPD for key staff. Wellcomm interventions tailored to individual needs and delivered by trained staff.	Targeted	£700.00	1, 2, 4	1, 2, 3

Description of activity	Activity type	Total budgeted cost	Barriers addressed	Principles of Inclusion
Access to Specialist Advice and Services				
Access to specialist advice and support through Experts at Hand: - Inclusion and Disability Support - Specialist Teacher Services - Speech and Language Therapy - Occupational Therapy	Universal	LCC Offer	1,2,3,4,5	2, 3, 6
Commission of external assessment from Specialist and other relevant professionals: - Sensory Need Assessment Services - Educational Psychology Services - Dyslexia Screening Services - Diagnostic Assessment Services	Targeted	£3000.00		
Further Evaluate Impact of SEND Provision/Parent and Carer Consultation				
Class teachers released from class to deliver SEND assessment: BPVS, PM Benchmark, PIVATS assessments.	Targeted	£12,600.00	1,2,3,4,5	2, 4, 5, 6
Class teachers released from class to lead half termly consultation meetings with parents and carers of SEND pupils to evaluate impact of support, review progress and set future targets (£150 x 6 x 14)				
Delivery of Termly Parent and Carer SEND Drop in consultation led by SEND Leader				

Description of activity	Activity type	Total budget cost	Barriers addressed	Principles of Inclusion
Delivery of SEMH Support and Intervention				
Delivery of CPD to support newly appointed teachers and support staff to deliver the Emotion Coaching sequence.	Universal	£250.00	1,3,5	2, 5, 6
Delivery of CPD for all staff on Behaviour and Communication.	Universal	£500.00		
Delivery of SEMH Intervention to support emotional and behavioural regulation strategies. Led by Learning Mentor (6 hours per week).	Targeted	£4400.00		
Commission of Pause for Thought Therapy Services to target additional SEMH needs: 2 hours per week.	Targeted	£1350.00		
Commission of programmes of counselling to support unmet SEMH needs. £50 x 8 weeks per pupil	Targeted	£1200.00		
Further Develop Inclusive Learning Environments				
Audit and further develop all classrooms with a focus on: Communication-friendly classrooms that minimise unnecessary language, visual demands and support information processing. Further develop classroom regulation spaces to support pupils’ emotional regulation. Develop classroom guidance on how to support pupils to optimise focus in class. Revisit, through CPD for all teaching and support staff, the use of effective visual supports such as pictures, visual timetables, and task prompts to aid understanding and independence, including the effective use of technology.	Universal	£1200.00	1,2,3,4,5	5, 6, 7

Total cost to deliver this strategy: £25,950.00

Allocated Inclusion Mainstream Fund: £15,703.00

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.

High Quality Adaptive Teaching	
Intended outcome	Success criteria
To further develop adaptive teaching through high quality CPD, that will enable staff to respond effectively to the diverse strengths, needs, and learning profiles of pupils. Through careful planning, assessment, scaffolding, modelling, questioning, resource adaptation, and the use of reasonable adjustments, teaching will be responsive to individual needs whilst maintaining high expectations for all learners.	• Teachers demonstrate a secure understanding of the barriers to learning experienced by pupils within their class. • Adaptive teaching strategies are used consistently across all subjects and year groups. • Pupils with SEND actively participate in learning alongside their peers and access the full curriculum. • Pupils with SEND make good progress from their individual starting points, demonstrating increased attainment in line with their personalised learning targets and identified needs. • Teachers use formative assessment effectively to identify misconceptions and adapt teaching in response to pupils' needs. • Children share their positive views on feeling supported, included, and able to succeed across the curriculum.
Targeted Speech and Language Support	
Intended outcome	Success criteria
To identify speech, language and communication needs at the earliest opportunity and provide targeted support that enables children to access learning, participate fully in school life, and achieve their potential.	• Pupils demonstrate improved understanding of spoken language and are better able to follow classroom instructions. • Pupils make measurable progress against identified speech, language, and communication targets. • Pupils participate more confidently in classroom discussions and learning activities. • WellComm/Intervention targets are achieved within agreed timescales. • Teacher assessments indicate improved communication skills across curriculum areas. • Parents report increased confidence and communication skills at home.

Specialist Advice and Services	
Intended outcome	Success criteria
To work in partnership with specialist advice services to identify and meet pupils' needs effectively, provide timely and personalised support, remove barriers to learning, and improve educational, social, emotional, and wellbeing outcomes.	• Pupils make expected or better progress from their starting points. • Pupil attendance, participation, and engagement improve for targeted pupils. • Staff report increased confidence in meeting a range of needs. • Parents and carers feel informed, involved, and supported. • Specialist recommendations are effectively implemented and reviewed. • Pupils with additional needs report positive experiences and a strong sense of belonging within the school community.
Further Evaluate Impact of Provision/Parent and Carer Consultation	
Intended outcome	Success criteria
To further develop regular and meaningful consultation with parents and carers of SEND pupils, to identify children's needs, share information, celebrate success and plan appropriate support.	• A clear timetable of regular parent/carers consultation opportunities is established and communicated throughout the year. • Parents and carers report that they feel listened to, valued, and actively involved in discussions about their child's needs and progress. • Timely and effective systems are in place to share information between home and school, resulting in improved communication and partnership working. • Children's strengths, achievements, and successes are routinely celebrated and shared with parents and carers. • Individual needs are identified at an early stage through collaborative discussions with parents, carers, and relevant professionals. • Support plans reflect the views of parents, carers, and children and are reviewed regularly to ensure they remain appropriate and effective. • Evidence from reviews, surveys, and pupil outcomes shows that strengthened home-school partnerships contribute positively to children's wellbeing, engagement, and progress.

Delivery of SEMH Support and Intervention	
Intended outcome	Success criteria
To identify SEMH needs and deliver intervention that will enable pupils to develop the skills and confidence needed to manage emotions, build positive relationships, engage successfully in learning, and participate fully in school life.	• Pupils demonstrate improved emotional regulation and resilience. • Improvements are seen in attendance, engagement, and participation in learning. • Reductions in behaviour incidents and emotional dysregulation for targeted pupils. • Individual SEMH targets show measurable progress over time. • Staff demonstrate increased confidence in supporting pupils' SEMH needs.
Further Develop Inclusive Learning Environments	
Intended outcome	Success criteria
To further develop and sustain inclusive, accessible, and enabling learning environments that proactively remove barriers to learning and participation, ensuring that all children can access an ambitious curriculum.	• Pupils demonstrate increased independence, engagement, confidence and participation in learning. • Consistent use of reasonable adjustments, adaptive teaching strategies, and supportive resources is evidenced across the school. • Positive feedback is received through pupil voice exercises, consultation with parents, staff, and external professionals. • Reduced barriers to learning are evidenced through progress, attendance, participation, wellbeing, and pupil outcomes.

Further information

At Sherwood Primary School, Governors play a proactive and strategic role in securing high-quality, inclusive provision that meets statutory requirements and reflects the school's ambition for every pupil to achieve their full potential.

The Governing Body maintains clear and robust oversight of Special Educational Needs and Disabilities (SEND) through regular monitoring, strategic challenge, and informed scrutiny. A designated SEND Governor and Equality Governor are appointed to champion these key areas. Each term, the nominated governors meet with the SENDCo and/or attend Equality, Diversity and Inclusion (EDI) Team meetings to review priorities, monitor progress against strategic objectives, receive updates on staff training and development, and evaluate the impact of SEND and inclusion initiatives across the school.