Inclusion Strategy Template

VICTORIA ROAD PRIMARY SCHOOL, NORTHWICH

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 – Victoria Road 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	2026-27
Date this statement was published	12.11.26
Date on which it will be reviewed	November 2027
Statement authorised by	S. Thompson

Statement of Intent 2026-2027

At Victoria Road Primary School, we are committed to ensuring that every child belongs, participates and achieves within our mainstream school community. We recognise that our school has a higher-than-average proportion of pupils with Special Educational Needs and Disabilities (SEND), including a significant number of pupils with Education, Health and Care Plans (EHCPs). Our ambition is to provide an

inclusive environment where all pupils are valued, supported and empowered to fulfil their potential academically, socially and emotionally.

Our approach is underpinned by the principles of the Children and Families Act 2014, the SEND Code of Practice (2015), the Equality Act 2010, Keeping Children Safe in Education, and the Cheshire West and Chester inclusion priorities. Throughout the 2026-2027 academic year, we will focus on strengthening inclusive practice through high-quality teaching, early identification of need, effective intervention, strong family partnerships and a culture of belonging for all.

The foundation of our SEND provision will be high-quality adaptive teaching. We will ensure that all classrooms provide consistent universal support through visual timetables, scaffolded learning, explicit vocabulary instruction, reduced cognitive load approaches and accessible resources. Through regular learning walks, lesson observations, book scrutiny and pupil voice activities, leaders will monitor and develop inclusive classroom practice. Staff will receive targeted professional development in adaptive teaching, autism, speech and language development, ADHD, executive functioning and trauma-informed approaches to ensure they have the skills and confidence to meet a wide range of needs.

We are committed to identifying additional needs as early as possible and responding through a graduated approach. Termly inclusion meetings will enable teachers and the SENCO to review pupil progress, attendance, behaviour, wellbeing and intervention impact. Assessment and screening tools, including WellComm, YARC, Sandwell assessments, SDQ measures and phonics assessments, will support accurate identification and timely intervention. Parents and carers will be actively involved throughout the Assess-Plan-Do-Review process.

For pupils requiring additional support, interventions will be carefully matched to identified needs and regularly evaluated for impact. Provision may include Precision Teaching, NELI, Language Link, Lego Therapy, ELSA, Zones of Regulation and sensory-based approaches. All interventions will have clear outcomes, defined timescales and measurable success criteria.

Pupils with EHCPs will receive personalised support that promotes independence, participation and wellbeing. Progress towards EHCP outcomes will be reviewed termly, with teaching assistants deployed strategically to encourage independence and inclusion rather than dependency. We will promote communication, emotional regulation and self-advocacy skills to prepare pupils for future stages of education and life.

Improving attendance, wellbeing and engagement will remain a priority. Through trauma-informed practice, emotional support programmes, attendance reviews and partnership working with families and external professionals, we will seek to reduce barriers to learning and ensure all pupils feel safe, supported and successful.

Strong relationships with families are central to our approach. Through workshops, coffee mornings, review meetings and regular communication, we will work collaboratively with parents and carers to plan, review and celebrate progress. We will also continue to promote an inclusive curriculum that reflects diversity, celebrates neurodiversity and ensures all pupils can participate fully in every aspect of school life.

By the end of the academic year, we expect to see improved progress, attendance, participation, family confidence and staff expertise, ensuring that every child at Victoria Road Primary School experiences a genuine sense of belonging and the opportunity to thrive.

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. Speech, Language and Communication Needs (EYFS)	In our Reception, delayed speech, language and communication development is the most significant barrier to learning. An increasing number of children enter school with language skills below those expected for their age, impacting their ability to communicate their needs, understand instructions, develop early literacy skills and engage in learning and play. Early identification, language-rich environments and targeted intervention are therefore key priorities within our EYFS provision.
2. Autism and Communication & Language Needs	Across the mainstream school, social communication differences associated with autism represent a significant barrier to learning and participation. We have seen a growing number of pupils with diagnosed Autism Spectrum Condition (ASC), alongside pupils awaiting assessment who present with similar needs. Increasing complexity in communication, interaction and sensory processing can affect pupils' engagement with learning, relationships, attendance and wellbeing. Our inclusive approach focuses on adaptive teaching, structured environments, communication support, sensory-informed practice and personalised

	interventions to enable pupils to participate successfully in all aspects of school life.
3. ADHD, Trauma and Social, Emotional and Mental Health Needs	Across the mainstream school, social, emotional and mental health differences associated with ADHD represent a significant barrier to learning and participation. We have seen a growing number of pupils with diagnosed ADHD, alongside pupils awaiting assessment who present with similar needs. Increasing complexity in emotional regulation and social interaction can affect pupils' engagement with learning, relationships, attendance and wellbeing. Our inclusive approach focuses on adaptive teaching, structured environments, calm areas, sensory-informed practice and personalised interventions to enable pupils to participate successfully in all aspects of school life.
4. Environmental and Socio-economic factors.	Within our school community, environmental and socio-economic factors are impacting children's learning. We have a high proportion of Pupil Premium children (37% compared to 26.5% NA). With poor living conditions, often children come into school needing their basic needs met. This leads into the need for an inclusive classroom, where all children are able to make the deserved progress.

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)* **£127,502 (notional SEND funding, including first £6,000 support for all EHCP) £9669(Inclusion funding)**
Embed high-quality adaptive teaching (Quality First Teaching) across the school through consistent implementation of evidence-informed inclusive classroom practice. This includes adaptive teaching, scaffolding, explicit instruction, communication-friendly classrooms and reasonable adjustments to ensure all pupils can access the curriculum. **Addresses Barriers 1, 2, 3 & 4.** Evidence shows that high-quality teaching has the greatest impact on outcomes for pupils with SEND (EEF Special Educational Needs in Mainstream Schools Guidance Report).	Universal	Part of our inclusive teaching offer

Provide high-quality professional development for teachers and classroom assistants to strengthen staff knowledge and confidence in meeting a wide range of SEND needs, particularly communication and language needs incl Autism; and social, emotional and mental health needs incl ADHD. Training will focus on adaptive practice, communication strategies, sensory needs, inclusive environments and promoting independence. **Addresses Barriers 1, 2, 3**	Universal	Part of our inclusive teaching offer plus external training provider costs.
Develop instructional coaching to improve the implementation of inclusive classroom practice. Coaching will provide ongoing professional support, enabling staff to embed evidence-informed strategies and evaluate their impact on pupil outcomes. **Addresses Barriers 1, 2, 3 & 4.**	Universal	Part of our inclusive teaching offer
Strengthen partnership working with specialist professionals, including Speech and Language Therapists, Educational Psychologists, specialist teachers and other external agencies, to build staff expertise, support early identification and develop effective provision for pupils with complex needs. **Addresses Barriers 1, 2, 3 & 4.**	Universal/ Targeted	Part of our inclusive teaching offer & costs for external services and training.
Deliver evidence-informed interventions for pupils identified through assessment as requiring additional support. This includes targeted speech, language and communication interventions, social communication programmes and	Targeted	Costs for TA/T intervention delivery.

other evidence-based approaches delivered alongside high-quality classroom teaching. Progress will be reviewed regularly to evaluate impact and inform next steps. **Addresses Barriers 1, 2, 3 & 4.**		
Enhance participation in enrichment opportunities by removing barriers to extra-curricular activities, educational visits, creative arts, music, leadership opportunities and sport. This will ensure pupils with SEND can participate fully in the wider life of the school and develop confidence, relationships and a sense of belonging. **Addresses Barriers 1, 2, 3 & 4.**	Universal	Costs to purchasing resources and staffing extra-curricular activities.
Develop strong partnerships with families through regular SEND forums, parent workshops, information-sharing events and effective signposting to specialist services and community support. Families will be empowered to work in partnership with school and access wider sources of advice and support. **Addresses Barriers 1, 2, 3 & 4.**	Universal	Part of our inclusive teaching offer
Create and sustain inclusive learning environments through the use of communication aids, visual supports, sensory informed classrooms and accessible resources that enable all pupils to engage successfully with learning and school life. **Addresses Barriers 1, 2, 3 & 4.**	Universal	Part of our inclusive teaching offer.
Enhance onboarding and transition arrangements through personalised induction, phased transitions, pupil profiles, collaborative planning with families and previous settings, and	Universal/ Targeted	Part of our inclusive teaching offer & costs for covering staff to meet with families and previous and next settings.

additional transition support for pupils with SEND at key points in their education. **Addresses Barriers 1, 2, 3 & 4.**		
Implement robust assess–plan–do–review processes to ensure pupils with additional needs are identified early, receive appropriate support and that the impact of provision is regularly monitored in partnership with families and external professionals. **Addresses Barriers 1, 2, 3 & 4.**	Universal	Part of our inclusive teaching offer.

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
High-quality adaptive teaching is embedded across the school, enabling all pupils to access learning and achieve success.	Monitoring, lesson visits and instructional coaching demonstrate consistent implementation of adaptive teaching strategies. Staff confidently adapt teaching to meet the needs of pupils with SEND, resulting in improved engagement and progress.
Children with speech, language and communication needs are identified early and receive timely, evidence informed support.	All children requiring additional support are identified through robust assessment processes. Pupils receiving speech, language and communication support make measurable progress against individual targets, with improved communication skills and readiness for learning.
Pupils with autism, communication and language needs are able to participate successfully in learning and school life.	Pupils demonstrate increased engagement, independence and positive social interactions. There is improved attendance, reduced barriers to learning and positive feedback from pupils, families

	and staff regarding the effectiveness of provision.
Pupils with ADHD and social, emotional and mental health needs are able to participate successfully in learning and school life.	Pupils demonstrate increased engagement, independence and positive social interactions. There is improved attendance, reduced barriers to learning and positive feedback from pupils, families and staff regarding the effectiveness of provision.
Staff have the knowledge, skills and confidence to deliver inclusive practice	All teaching and support staff participate in high-quality professional development and instructional coaching. Monitoring and staff feedback demonstrate increased confidence and consistent implementation of evidence-informed inclusive strategies.
Evidence-informed interventions complement high-quality teaching and accelerate progress for pupils requiring additional support.	Interventions are delivered with fidelity, regularly reviewed and demonstrate measurable impact on pupils' academic, communication, social and emotional outcomes. Entry and exit assessments show positive progress for targeted pupils.
Pupils with SEND access and participate fully in the wider life of the school.	Increased participation of pupils with SEND in extracurricular activities, educational visits, creative arts, sports and leadership opportunities. Pupil voice demonstrates an increased sense of belonging, confidence and enjoyment of school.
Strong partnerships with families and external professionals improve outcomes for pupils with SEND.	Families engage regularly in SEND forums, reviews and workshops and report that they feel informed, listened to and supported. Recommendations from Speech and Language Therapists, Educational Psychologists and other specialists are implemented effectively and reviewed for impact.
Inclusive learning environments enable pupils to communicate, regulate and learn successfully.	Communication aids, visual supports, sensory adaptations and accessible learning environments are consistently

	used across the school. Monitoring demonstrates improved pupil independence, engagement and participation.
Enhanced onboarding and transition arrangements ensure pupils with SEND experience successful transitions.	Individualised transition plans are in place where required. Families and receiving settings report positive transition experiences, and pupils settle quickly, demonstrating confidence, wellbeing and readiness to learn.
An inclusive culture is embedded across the school community.	Pupils with SEND make good progress from their starting points, attendance is sustained or improved, exclusions remain low and stakeholder surveys demonstrate that pupils, families and staff feel the school is welcoming, inclusive and committed to enabling every child to thrive.

Review of the previous academic year

From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.

To support this, you should use:

- *Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*

- *School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.*

Further information (optional)

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