# Inclusion Strategy – Moldgreen 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 | November 2026 |
| Date on which it will be reviewed | November 2027 |
| Statement authorised by | Governing Body |

## Statement of intent

Moldgreen Community Primary School is committed to a happy, safe and inclusive environment in which every pupil is valued as an individual, loves learning and is supported to thrive. Our aim is to remove barriers early, secure full participation in school life and ensure that pupils with additional needs and SEND receive ambitious teaching, timely support and equitable access to the curriculum.

Our strategy strengthens inclusion through a graduated approach. High-quality, adaptive teaching and relational practice form the universal offer for all pupils. Where assessment identifies a barrier, staff use assess-plan-do-review cycles, evidence-informed interventions and carefully deployed adults. Specialist advice and external agency involvement are sought where needs are complex or progress is limited.

In 2026-27, particular attention is given to pupils who are both disadvantaged and have SEND because school analysis identifies this as the lowest-attaining cohort. The strategy also responds to increasing complexity in communication and interaction, social, emotional and mental health, mobility and English as an additional language, attendance, reading fluency and foundational knowledge.

Our approach reflects seven practical principles: belonging and high expectations; early and accurate identification; inclusive universal provision; pupil and family voice; joined-up multi-agency working; effective use of resources; and continuous evaluation of impact. Families are treated as active partners through support-plan reviews, attendance support, family engagement events, hybrid meetings and referral-to-outcome tracking. Pupil voice, assessment, attendance, behaviour, engagement and attainment information will be triangulated to evaluate impact.

## How the strategy will function

Universal first: strengthen classroom practice, language-rich environments, explicit instruction, scaffolding, flexible grouping, regulation support and accessible routines.

Early identification: use baseline assessment, teacher observation, pupil and family voice, attendance information and safeguarding intelligence to identify emerging need.

Graduated response: record clear outcomes through assess-plan-do-review cycles, review intervention entry and exit data and adapt provision when impact is limited.

Targeted and specialist support: deploy The Meadow support base, stage-not-age groups, ELSA, structured reading and mathematics interventions, and external agencies according to assessed need.

Accountability: review impact half-termly through RAG meetings and termly through SLT and governor reporting, with explicit analysis of the PP+SEND cohort.

## 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 | Attainment and progress for pupils who are both disadvantaged and have SEND. In 2025-26, 25.0% achieved combined reading, writing and mathematics compared with 67.4% whole-school. This cohort requires separate tracking rather than being absorbed into aggregate PP or SEND figures. |
| 2 | Increasing complexity and prevalence of SEND and SEMH. School information shows the number of eligible pupil premium pupils with SEND/SEMH increased from 9 in 2019 to 25 in 2024, alongside needs linked to trauma, domestic abuse, bereavement and parent/carer mental health. |
| 3 | Speech, language, communication and vocabulary gaps, including underdeveloped vocabulary, reduced oracy confidence and barriers for some mobile pupils, pupils new to the country and pupils with EAL. |
| 4 | Foundational gaps in early reading, reading fluency, writing and calculation. EYFS GLD in 2025-26 was 67.6% against 72.3% nationally; some KS2 pupils lack fluency and automaticity; multiplication recall also limits wider learning. |
| 5 | Attendance, persistent absence and punctuality. Barriers include seasonal illness, term-time holidays, low prioritisation of attendance and complex family circumstances. SEND and disadvantaged cohorts require early, coordinated support. |
| 6 | Regulation, emotional wellbeing and readiness to learn. Some pupils need consistent relational practice, zones of regulation, emotional literacy support, sensory/regulation adjustments and access to a calm support base. |
| 7 | Pupil mobility and transition. Increasing numbers join outside Reception, including pupils new to the country or with significant additional needs, requiring rapid assessment, induction and curriculum access. |
| 8 | Family engagement and access to wider opportunity. Some families face mental-health, economic, digital or prior-education barriers; some pupils have fewer enrichment experiences beyond their immediate locality. |
| 9 | Pupils working significantly below age-related expectations require a carefully sequenced, stage-not-age curriculum that secures communication, early literacy, early mathematics, cognition, independence and readiness to learn while maintaining access to their chronological-age class, peers and wider curriculum. Without consistent assessment, planning and staff expertise, there is a risk that support becomes task completion rather than learning and increasing independence. |

## 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 | Activity type | Total budgeted cost |
|---|---|---|
| Deliver stage-not-age small groups where assessment shows that this is necessary, with a documented cognitive-load rationale and planned links back to age-related curriculum entitlement. Addresses 1, 3 and 4. | Targeted | £8,000 |
| Implement Reading Plus, FFT Lightning Squad, Little Wandle keep-up and KS2 fluency support using diagnostic baselines and entry/exit measures. Addresses 1, 3 and 4. | Universal and targeted | £10,500 |
| Implement DreamBox Maths and sharpen TTRS/NumBots use for identified pupils, including Year 3/4 multiplication fluency. Addresses 1 and 4. | Targeted | £7,500 |
| Develop whole-school oracy through Elklan-informed CPD, structured talk, vocabulary teaching and planning scrutiny across subjects. Addresses 3, 4 and 7. | Universal | £1,200 |
| Provide regulation and wellbeing support through ELSA, zones of regulation, sensory/regulation adjustments, pastoral support and responsive access to The Inclusion Base. Addresses 2 and 6. | Universal and targeted | £6,000 |
| Strengthen attendance systems through weekly Arbor monitoring, 90%/95% triggers, individual support plans, EWO liaison and referral-to-outcome tracking. Addresses 5 and 8. | Universal and targeted | £21,900 |
| Subsidise educational visits, clubs and iFLY experiences and maintain hardship support so financial barriers do not restrict participation. Addresses 8. | Targeted | £6,000 |
| Establish and resource a network of inclusion base rooms, including The Meadow and The Bloom Room, as purposeful short-term teaching and regulation spaces rather than permanent placements. Create clearly defined zones for structured teaching, communication and interaction, early reading and mathematics, sensory regulation, independent work and supported transition. Introduce referral, entry, review, reintegration and exit criteria, individual timetables, safeguarding checks and daily communication with class teams. Addresses 1, 2, 3, 4, 6, 7 and 9. | Universal and targeted | £38,000 |

| | | |
|---|---|---|
| Implement a staff professional-development pathway for teachers, teaching assistants, inclusion-base staff and middle leaders. Training will include accurate assessment from individual starting points, task analysis and small-step sequencing, adaptive teaching, explicit instruction, scaffolding and scaffold fading, communication-supportive practice, early phonics and reading into KS2, foundational mathematics, regulation, positive behaviour support and effective use of teaching assistants. Addresses 1, 2, 3, 4, 6, 7 and 9. | Universal | £4,500 |
| | **Total** | **£103,600** |

## 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 |
|---|---|
| All pupils including PP+SEND pupils make stronger progress and the attainment gap narrows. | At least 90% make expected or better progress from individual baselines; PP+SEND is reported as a distinct line at each data point; combined RWM improves from the 2025-26 baseline. |
| Pupils receiving support through The Inclusion Base and targeted interventions increase access, engagement and independence. | At least 90% show measurable progress against entry baseline; reviews evidence successful adjustment, reintegration or a justified next step; mainstream class participation increases. |
| Communication, oracy and reading fluency improve. | 100% of identified staff receive Elklan/oracy or phonics/fluency CPD; at least 85% of pupils in keep-up interventions close the identified gap; pupil voice shows improved confidence talking about learning. |
| Foundational knowledge is secured earlier. | 100% of pupils identified as off-track in autumn have a reviewed support plan by spring half-term; EYFS GLD improves from 67.6%; Year 1 phonics remains above national; identified mathematics pupils demonstrate progress from diagnostic baseline. |
| Attendance and participation improve for SEND and disadvantaged pupils. | Whole-school attendance reaches at least 96%; persistent absence reduces; every pupil below 90% has a support plan/contract within two weeks; at least 90% of families on the escalation pathway improve the following term. |
| Families and agencies are active partners. | At least 80% of disadvantaged/SEND families attend one engagement or review event; at least 90% of external referrals have an evidenced outcome tracked to conclusion; family feedback informs provision. |
| Inclusive practice is consistently implemented and governed. | Learning walks, planning and book scrutiny show agreed inclusive practice in at least 90% of sampled provision; termly reports to governors triangulate attainment, |

| | |
|---|---|
| | attendance, engagement, pupil voice and provision impact. |
| Inclusion base rooms provide safe, purposeful and time-limited support that increases pupils' access to learning and successful participation in their mainstream classes. | 100% of pupils have an agreed referral rationale, baseline, timetable, reviewed outcomes and reintegration/exit plan; 90% make measurable progress against priority outcomes; pupil records show increased successful class participation or a clearly evidenced reason for the next step; no pupil is placed in the base solely because of attainment or behaviour. |
| Staff have the knowledge and confidence to teach pupils working significantly below expected standards without lowering expectations or creating over-dependence. | 100% of relevant staff complete the core training pathway; coaching and monitoring show agreed strategies in at least 90% of sampled practice; support plans identify what adults will teach, prompt and fade; staff confidence and knowledge checks improve from baseline; subject leaders provide practical adaptations for their curriculum areas. |
| Pupils working significantly below expected standards secure foundational knowledge and become more independent communicators and learners. | Each pupil has no more than three to five priority outcomes per APDR cycle; progress is demonstrated from individual baselines in communication, literacy, mathematics, regulation and independence; intervention data are triangulated with classwork, observation, attendance and pupil/family voice; annual-review evidence shows preparation for the next phase. |

## Review of the previous academic year

This information will be available from the 2027/2028 school year to evaluate the impact from 2026/2027.