Inclusion Strategy 2026-2027

Inclusion Strategy – Sandbach Primary Academy

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	December 26
Date on which it will be reviewed	July 27
Statement authorised by	Governing Body and Headteacher

Statement of intent

At Sandbach Primary Academy, we believe that every child should feel valued, respected and included within our school community. We are committed to providing an environment where all pupils can participate fully in school life, experience success and achieve their potential, regardless of their starting points, backgrounds, needs or abilities. Inclusion is a shared responsibility and sits at the heart of our vision, values and decision-making. We recognise that every child is unique and that some pupils may require additional support, adaptations or targeted interventions to access learning and thrive socially, emotionally and academically.

Our ultimate objective is to create a genuinely inclusive school where barriers to learning, attendance, participation and achievement are identified early and addressed effectively. We want every pupil, including those with special educational needs and disabilities (SEND), to experience high aspirations, excellent teaching and meaningful opportunities both within and beyond the classroom. We aim to ensure that pupils with additional needs are supported to become confident, independent learners who develop positive relationships, resilience and a strong sense of belonging within their school community.

This Inclusion Strategy provides a clear framework for how we will achieve these objectives. Through investment in high-quality adaptive teaching, early identification of needs, effective use of assessment, evidence-informed interventions, staff professional development and strong pastoral support, we will strengthen our

universal provision while ensuring that targeted support is available when required. We will continue to develop learning environments that are accessible and welcoming for all pupils, promote positive attendance and wellbeing, and ensure that pupils can participate fully in wider aspects of school life including clubs, trips, leadership opportunities and enrichment activities. The impact of our strategy will be regularly reviewed through pupil progress data, attendance, behaviour information, stakeholder feedback and ongoing evaluation of provision.

Our strategy reflects and promotes the seven principles of inclusion. We are committed to strong leadership and governance that prioritises inclusion across the school. We will ensure that pupils receive support at the earliest opportunity through a graduated and evidence-informed approach. We will continue to develop high-quality adaptive teaching so that all learners can access ambitious learning. We will seek to remove barriers to participation in enrichment opportunities and foster a safe, respectful and nurturing culture where diversity is valued. Strong partnerships with families, governors, external agencies and community organisations will support our work, while our learning environments and resources will continue to be reviewed to ensure they meet the needs of all pupils.

The development of this strategy has been informed by pupil voice, parent feedback, staff consultation, governor discussions, school improvement priorities, SEND reviews and analysis of pupil outcomes. We recognise that families are experts in their children's needs and value their contribution in shaping provision and future priorities. We will continue to work collaboratively with pupils, parents, carers, governors and external partners to review and strengthen our inclusive practice.

Through this strategy, Sandbach Primary School commits to ensuring that every child is known, supported, included and empowered to flourish.

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

Barrier	**Detail of barrier to learning** *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
Increasing complexity of SEND needs	The number of pupils requiring additional support has increased over recent years, with a notable rise in pupils presenting with multiple needs across cognition and learning, communication and interaction, social, emotional and mental health (SEMH), and sensory and physical areas. Increasing complexity means that pupils often require a more coordinated

	and personalised approach involving school staff, families and external agencies.
Speech, Language and Communication Needs (SLCN)	An increasing number of pupils are entering school with delayed language development, limited vocabulary and difficulties with communication. These needs impact access to learning across the curriculum, social interaction and emotional regulation. Early language development has become a growing priority, particularly in the Early Years and Key Stage 1.
Emotional Wellbeing and Mental Health	There has been a noticeable increase in pupils experiencing anxiety, low resilience, emotional dysregulation and difficulties with social interaction. Staff are increasingly supporting children whose emotional needs affect attendance, engagement and readiness to learn. Demand for pastoral and wellbeing support has grown significantly.
Attendance and Persistent Absence	Although attendance is improving, a small number of vulnerable pupils, including some with SEND and SEMH needs, continue to experience barriers to regular attendance. Absence can have a cumulative effect on academic progress, confidence and social development.
Literacy and Language Gaps	Some pupils continue to enter school with below age-related language and literacy skills. These gaps can widen over time if not addressed early and can affect access to the wider curriculum, particularly reading comprehension, writing and vocabulary acquisition.
Sensory and Environmental Barriers	An increasing number of pupils benefit from adaptations to the learning environment to support attention, regulation and participation. Sensory needs can impact concentration, behaviour and engagement if appropriate adjustments are not in place.
Family Access to Support Services	Families are sometimes faced with long waiting times for specialist services and assessments. This can delay support and increase pressure on school-based provision. Schools are therefore increasingly required to coordinate support and signpost families to appropriate services.
Staff Capacity and Specialist Knowledge	As pupil needs become more complex, there is an increasing need for ongoing professional development to ensure staff have the knowledge and confidence to implement adaptive teaching, effective interventions and inclusive practice consistently across the school.

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)*
Develop high-quality adaptive teaching across all classrooms through staff training, instructional coaching, lesson study and implementation of adaptive teaching strategies. This activity addresses Barrier 1 (Increasing complexity of SEND needs), Barrier 3 (Emotional wellbeing) and Barrier 4 (Literacy gaps) by improving universal classroom provision and reducing the need for additional interventions.	Universal	CPD (Teachers and Teaching Assistants)- £750
Enhance speech, language and communication provision through staff training, screening tools, communication resources, vocabulary-rich environments and small group language support. Addresses Barrier 2 (Speech, Language and Communication Needs) and supports early literacy development.	Universal and Targeted	SALT support- £1561
Strengthen early identification and assessment systems through provision mapping, diagnostic assessments, SEND reviews and release time for the SENDCo to coordinate support. Addresses Barriers 1, 2, 3 and 4 by ensuring needs are identified and supported at the earliest opportunity.	Universal	
Expand emotional wellbeing and nurture provision through ELSA-style support, emotional literacy resources, sensory regulation equipment, staff	Universal and Targeted	Trauma Informed Training- £1850 ELSA Supervision- £0 Counselling- £2779

training in trauma-informed approaches and targeted pastoral interventions. Addresses Barrier 3 (Emotional Wellbeing and Mental Health) and supports improved attendance, engagement and behaviour.		
Improve accessibility of learning environments through visual supports, sensory adaptations, workstation resources, assistive equipment and the development of calm spaces around school. Addresses Barrier 5 (Sensory and Environmental Barriers) and supports participation and independence.	Universal	Sensory equipment- £510
Attendance and engagement support for vulnerable pupils through attendance mentoring, family support meetings, transition planning and multi-agency collaboration. Addresses Barrier 4 (Attendance and Persistent Absence) and promotes consistent participation in learning.	Targeted	
Strengthen partnerships with families through SEND parent forums, workshops, communication resources and signposting to external agencies. Addresses Barrier 6 (Family Access to Support Services) by increasing parental confidence and engagement in provision planning.	Universal	
Develop staff expertise in SEND and inclusion through specialist training, professional development pathways, external consultancy and networking opportunities. Addresses Barrier 7 (Staff Capacity and Specialist Knowledge) and strengthens the school's inclusive culture.	Universal	CPD- £750

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 those with SEND and additional needs, consistently access high-quality adaptive teaching that enables them to participate fully in learning.	- Learning walks, book looks and pupil voice demonstrate adaptive teaching strategies in 100% of classrooms. - At least 90% of SEND pupils make expected progress and 30% make better than expected progress from their individual starting points. - Staff confidence surveys show a 20% increase in confidence in meeting a range of needs compared to baseline.
Pupils' needs are identified earlier and appropriate support is implemented more quickly.	- New identification systems are embedded and used consistently by all teachers. - Pupil Progress Meetings take place termly and evidence demonstrates accountability for all pupils. - The time between initial concern and implementation of support is reduced to no more than 6 weeks. - 100% of identified pupils have appropriate assess-plan-do-review documentation in place. - Parent surveys indicate at least 90% satisfaction with the school's responsiveness to emerging needs.
Pupils with speech, language and communication needs are better supported to access learning and social opportunities.	- SALT recommendations are implemented and reviewed at least termly for all relevant pupils. - Nursery pupils identified through WellComm make at least 6 months' progress in communication skills over an academic year. - Screening data shows at least 80% of pupils receiving targeted communication interventions meet their individual targets. - Pupil voice and observations demonstrate increased participation in lessons and social interactions. - Communication-friendly strategies are evident in all classrooms through monitoring activities.
Pupils demonstrate improved emotional wellbeing, self-regulation and readiness to learn.	- Trauma Informed Schools approaches are evident in 100% of classrooms through monitoring and learning walks. - Behaviour incidents requiring senior leader intervention reduce by 20% compared to the previous academic year. - Targeted pupils show an average improvement of 20% in wellbeing measures (e.g. Boxall Profile, Thrive or pupil wellbeing surveys). - Suspension and exclusion rates remain below national averages.
Attendance and engagement improve for vulnerable pupils and pupils with SEND.	- Persistent absence for SEND pupils reduces by 20% from the previous year.

	- Attendance for SEND pupils is at least in line with or above the national attendance rate for SEND pupils. - Whole-school attendance remains at or above national averages. - Attendance plans are in place for 100% of pupils below 90% attendance. - Parent engagement in attendance support meetings exceeds 90% attendance.
Learning environments are increasingly accessible and inclusive, enabling all pupils to participate independently where appropriate.	- Accessibility audits show good or better provision in 100% of classrooms. - Calm boxes and inclusive resources are available and used appropriately in every class. - Pupil voice demonstrates that at least 90% of pupils feel included and supported. - Participation rates in clubs, visits and enrichment activities for SEND pupils are proportionate to their representation within the school population.
Parents and carers feel informed, involved and confident in supporting their children's education.	- 100% of SSP reviews are shared with parents and carers. - Additional SEND meetings are offered annually and attendance exceeds 90%. - Parent feedback surveys show at least 90% positive responses regarding communication and support. - Increased attendance at SEND forums, workshops and review meetings compared to the previous academic year.
Staff have the knowledge, skills and confidence to deliver effective inclusive practice.	- 100% of staff complete planned inclusion training and bespoke CPD programmes. - Staff confidence surveys show a minimum 20% increase in confidence across key areas of SEND practice. - Monitoring demonstrates inclusive strategies are implemented consistently in all classrooms. - Performance management and monitoring evidence show staff applying learning from CPD in practice.
Inclusion is embedded within the culture, leadership and strategic direction of the school.	- Inclusion priorities are explicitly referenced within school improvement planning and governor monitoring. - Governors receive and scrutinise termly inclusion reports. - School self-evaluation demonstrates measurable progress against all inclusion priorities. - Suspension, exclusion and attendance data for vulnerable groups remain in line with or better than national averages.

	- Pupil, parent and staff surveys show a year-on-year increase in perceptions of belonging and inclusion.

Review of the previous academic year

As this is the first year of Sandbach Primary School's Inclusion Strategy, there is no previous strategy against which to formally evaluate progress. However, analysis of pupil outcomes, SEND provision reviews, attendance information, stakeholder feedback and wider school evidence has informed the development of this strategy and established a clear baseline from which future impact can be measured.

National assessment outcomes from 2025-26 demonstrate both strengths and areas for development. In Year 6, 69% of pupils achieved the expected standard in writing, although no pupils achieved Greater Depth and four pupils within the cohort had identified SEND needs. In Year 1, 76% of pupils met the required standard in the Phonics Screening Check, with outcomes affected by attendance concerns, SEND and English as an Additional Language needs. In the phonics re-check, half of pupils achieved the expected threshold, while the remaining pupils, many of whom had SEND or were accessing hub provision, nevertheless demonstrated positive progress from their individual starting points. The Early Years Foundation Stage Good Level of Development outcome was 68%, although this cohort included three pupils with significant SEND who were accessing highly personalised provision and whose needs had a notable impact on cohort outcomes.

Over recent years, the school has experienced an increase in both the prevalence and complexity of additional needs. Pupils are increasingly presenting with multiple and overlapping needs across communication and interaction, cognition and learning, social, emotional and mental health, and sensory and physical development. As a consequence, the school has adapted its provision to respond flexibly to changing pupil needs. This has included the development of bespoke curriculum pathways, personalised learning programmes and enhanced pastoral support for individual pupils. In some cases, pupils have required movement between mainstream provision, inclusion-base support and more specialist placements in order to ensure that they receive the most appropriate level of provision at the right time.

The school works closely with a range of external professionals, including educational psychologists, speech and language therapists, health professionals, Cheshire East Council, Cheshire East Autism Team (CEAT) and specialist outreach services. These partnerships have supported staff in identifying needs, implementing recommendations and strengthening inclusive practice across the school. The school's tiered model of support, incorporating universal, targeted and specialist provision, has enabled many pupils to access increasingly personalised support while remaining fully included within the life of the school wherever possible. Evaluation of current provision highlights several strengths. Relationships between staff, pupils and families are positive, and there is a strong culture of belonging within the school. Staff demonstrate commitment to inclusive practice, and pupils with

SEND are well represented in wider school experiences, including trips, clubs and enrichment opportunities. Parents and carers work collaboratively with the school, and external agencies recognise the school's willingness to adapt provision to meet emerging needs.

At the same time, the review process has identified areas that require further development. The increasing complexity of need has placed greater demands on staff capacity, training and expertise. Changes in pupil profiles, alongside periods of temporary and part-time staffing support, have sometimes affected consistency of provision. The evolving nature of the inclusion base, and the need to respond flexibly to changing cohorts, has reinforced the importance of developing a more consistent whole-school approach to adaptive teaching, early identification, speech and language development, emotional wellbeing and the graduated response.

These findings have directly informed the priorities identified within this Inclusion Strategy. Future evaluation will consider the impact of these priorities on pupil engagement, participation, attendance, belonging, wellbeing and attainment. The school expects to see improved outcomes for pupils with additional needs and SEND through strengthened universal provision, enhanced staff expertise, more effective early intervention and continued partnership working with families and external professionals.

Further information (optional)

Sandbach Primary School recognises that inclusion is an ongoing journey rather than a fixed destination. The needs of our pupils continue to evolve and, as a result, our provision must remain responsive, flexible and centred around the individual child. While this strategy identifies key priorities for improvement, we acknowledge that emerging needs may require us to adapt our approaches throughout the implementation period to ensure that support remains effective and relevant.
The school has experienced increasing levels of need and complexity, particularly in relation to communication and interaction, social, emotional and mental health needs, and pupils requiring highly personalised support. In response, we have developed a tiered model of provision that combines high-quality universal provision for all pupils with targeted and specialist support when required. Our approach aims to ensure that pupils receive the right support, at the right time, and at the appropriate level of intensity.

We are committed to maintaining strong partnerships with families and external professionals. Effective inclusion depends upon collaboration, and we value the contributions of parents, carers, governors, health professionals, educational psychologists, therapists, outreach services and colleagues from Cheshire East Council and the Cheshire East Autism Team (CEAT). These partnerships help us identify needs early, implement evidence-informed strategies and coordinate support for children and families.

We also recognise that some pupils will require bespoke curricula, personalised timetables or specialist provision for periods of time. Where this is necessary, our aim will always be to promote inclusion, belonging and participation, ensuring that pupils remain connected to their peers and the wider life of the school. Decisions

regarding support and provision will continue to be made on an individual basis, informed by professional advice, assessment information and the views of pupils and their families.

This strategy should therefore be read alongside our SEND Information Report, SEND Policy, Accessibility Plan, Behaviour Policy and School Development Plan. Together, these documents demonstrate our commitment to creating a school where all children are welcomed, supported and empowered to achieve their full potential, irrespective of need, background or circumstance.