Stanbury Village School



Unlocking Potential, Nurturing Excellence

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Inclusion Strategy

Stanbury Village School 2026 to 2027



Stanbury Village 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	20th November 2026
Date on which it will be reviewed	31st August 2027
Statement authorised by	A.Robinson (Headtecaher) and Governing Body

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Statement of intent

At Stanbury Village School, our commitment to inclusion is rooted in our ethos: **"Unlocking Potential, Nurturing Excellence."** We want every child to be fully known, valued and supported to flourish. Our values of love, care, inclusion, respect and kindness shape a school community where children experience a strong sense of belonging and their individual strengths, needs and aspirations are understood.

We hold high expectations for every pupil. We recognise that children may need different approaches, resources or support to access learning and achieve ambitious outcomes. Our responsibility is to identify and reduce barriers so that all pupils can learn, develop independence and participate fully in school life.

Our approach reflects the DfE's seven principles of inclusion, bringing together ambitious leadership, early intervention, adaptive teaching, accessible enrichment, a safe and respectful culture, strong partnerships and inclusive environments. Inclusion is a shared responsibility across our school, supported through staff development and clear oversight from leaders and governors.

Early identification and effective support underpin our practice. From our earliest conversations with families and observations in Early Years to ongoing classroom assessment and pupil progress discussions, we seek to understand barriers and respond promptly. Support is informed by need and does not depend on a formal diagnosis. Where additional provision is required, we follow the graduated approach of assess, plan, do and review, agreeing clear outcomes with pupils and families and evaluating the difference support makes.

High quality adaptive teaching is central to our inclusive offer. Within our mixed age classes, we plan carefully so that pupils can access an ambitious, broad and balanced curriculum. Approaches include explicit vocabulary teaching, visual symbols and active visual timetables, modelled examples, guided practice and carefully chosen scaffolds. We adapt support as understanding grows, helping children become increasingly confident and independent learners.

Where needed, targeted support for reading, phonics, communication and language, sensory regulation, and social and emotional development complements classroom teaching. We review its impact and its effect on access to the wider curriculum.

Our caring culture is grounded in mutual trust, kindness and respect. In keeping with our Behaviour and Anti-Bullying Policy, we teach and model positive behaviour, celebrate effort and achievement, and respond to bullying and discrimination. We maintain clear expectations while considering individual needs and making reasonable adjustments. Predictable routines, trusted relationships and planned transition support help children feel secure and ready to learn.

Inclusion extends to every part of school life. We work to remove barriers to outdoor learning, educational visits, clubs, sport, music and wider enrichment. Our house point system and relationships across year groups strengthen teamwork, responsibility and belonging.

Families are essential partners. We listen to their knowledge of their children, seek pupils' views in accessible ways and work with wider services to agree coherent support. Leaders and governors evaluate inclusion through pupils' achievement, attendance, participation, wellbeing and growing independence.

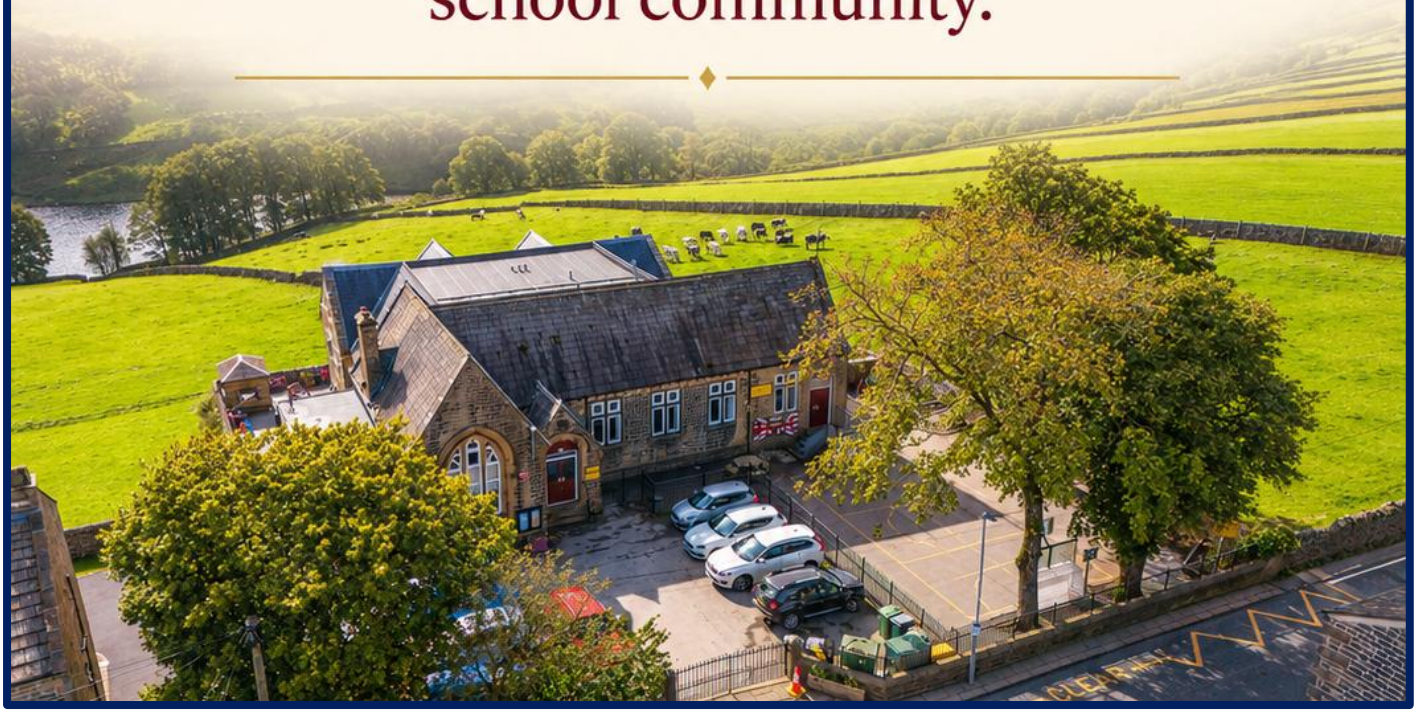
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Our ambition for inclusion

Our ambition is that every child experiences **belonging**, receives the **support** and **challenge** they need, and has meaningful opportunities to **succeed** and **contribute** to our school community.



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	**Identifying and tracking smaller steps in learning.** For some pupils with SEND, broad assessment milestones do not adequately capture their progress. More precise identification of achievable, purposeful learning steps is needed to inform teaching, recognise progress and determine the most effective next steps.
2	***Sensory and emotional regulation needs.*** *Some pupils need additional support to manage sensory demands, recognise their emotions and regulate their responses. Access to appropriate sensory resources and calm, quiet spaces needs to be strengthened to help pupils feel secure and ready to participate in learning.*
3	***Persistent difficulties in acquiring phonics and early reading skills.*** *Some pupils continue to experience difficulties despite receiving additional phonics support and are not catching up with their peers. Gaps in foundational skills can limit their confidence, independence and access to the wider curriculum.*
4	***Opportunities to develop independence and practical life skills.*** *Some pupils require explicit teaching and repeated practice to develop and apply practical skills in everyday situations. A more clearly sequenced approach from Year 1 to Year 6 would strengthen opportunities to build independence, confidence and readiness for their next stage of education and life.*
5	***Access to information, advice and opportunities to shape support.*** *Families may find it difficult to navigate SEND information, access wider services or know what support is available, particularly at transition points. More structured opportunities to gather parent and carer perspectives, alongside accessible information, workshops and contributions from external agencies, would strengthen partnership working and continuity of support.*
6	***Environmental and communication barriers within shared spaces.*** *Some corridors and other busy areas contain visual clutter that can increase sensory demands and make it harder for pupils to navigate school calmly and independently. Reducing clutter and introducing consistent visual symbols and signage, including Widgit symbols, would improve clarity, predictability and accessibility across the school.*

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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	Education Endowment Foundation Evidence	Barrier Reference	DfE Principle (s) on Inclusion	Activity type *(whether it is universal or targeted)*	Total budgeted cost *(this should account for spend from IMF and core budget allocations)*
Strengthen assessment of small steps in learning. Compare SEND assessment systems, including B Squared or an appropriate alternative. Purchase a suitable package and train staff to identify starting points, set purposeful learning steps and use assessment to inform teaching. Moderate judgements and review progress regularly.	**Special Educational Needs in Mainstream Schools:** develop an ongoing understanding of pupils' needs. Assessment should inform teaching and next steps. This supports the assessment approach rather than endorsing a particular tracker.	**1** – Identifying and tracking smaller steps in learning.	Ambitious leadership and governance; evidence-based support prioritising early intervention; high-quality adaptive teaching.	Universal improvement, with targeted assessment for pupils requiring smaller steps.	**IMF: £850.** Software and initial training. **Core:** assessment, moderation and review time—to be costed.
Develop leadership expertise and external evaluation. Strengthen engagement with Bradford's SCIL Team. SENDCo or SLT representation at Bradford SENDCo networks will support professional development. Compare provision with similar-sized, mixed-age schools and	**A School's Guide to Implementation:** identify priorities, prepare staff, support delivery and review implementation. External advice and school comparisons will inform local evaluation	**1–6** – Whole-school oversight of all identified barriers.	Ambitious leadership and governance that embeds inclusion.	Universal.	**IMF: £450.** Additional release, visits or specialist development. **Core:** established SENDCo leadership and governor

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Description of activity	Education Endowment Foundation Evidence	Barrier Reference	DfE Principle (s) on Inclusion	Activity type *(whether it is universal or targeted)*	Total budgeted cost *(this should account for spend from IMF and core budget allocations)*
produce a concise evaluation report for leaders and governors.	rather than provide proof of effectiveness.				oversight—to be costed.
Strengthen phonics provision, interventions and TA deployment. Engage with the English Hub to undertake a phonics audit and improve consistent delivery of Little Wandle and additional support. Formalise intervention records, starting points, intended outcomes and review dates. Train staff and review deployment so that interventions complement classroom teaching and protect access to the wider curriculum.	**Special Educational Needs in Mainstream Schools** and **Teaching Assistant Interventions:** use structured, carefully selected interventions delivered by trained staff and linked to classroom teaching. English Hub findings will provide additional school-specific guidance.	**1 and 3** – Assessment of progress; persistent phonics and early reading difficulties.	Evidence-based support prioritising early intervention; high-quality adaptive teaching; ambitious leadership and governance.	Universal improvements to phonics provision, with targeted interventions.	**IMF: £900.** Additional training, resources and implementation support. Explore English Hub-funded support first. **Core:** existing delivery and planning time—to be costed.
Purchase Little Wandle Rapid Catch-up books. Provide decodable reading books for Year 3 pupils who have not yet met the Phonics Screening Check standard. Match books to assessed phonic knowledge and use alongside structured Rapid Catch-up teaching.	**Teaching and Learning Toolkit – Phonics:** informs the use of systematic phonics to address decoding difficulties. Assessment will guide book matching and review. This is an approach-	**3** – Persistent phonics and early reading difficulties.	Evidence-based support prioritising early intervention; high-quality adaptive teaching.	Targeted.	**IMF: £500.** Rapid Catch-up books. **Core:** staff delivery and assessment time—to be costed.

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Description of activity	Education Endowment Foundation Evidence	Barrier Reference	DfE Principle (s) on Inclusion	Activity type *(whether it is universal or targeted)*	Total budgeted cost *(this should account for spend from IMF and core budget allocations)*
Review decoding, fluency and remaining gaps regularly.	level evidence link, rather than a claim of EEF endorsement of these books.				
Strengthen everyday adaptive teaching. Use EEF guidance to select consistent approaches, including explicit instruction, modelling, scaffolding, flexible grouping and developing independence. Provide professional development and follow-up observation and discussion to evaluate implementation.	**Guide to Inclusive Teaching** and **Special Educational Needs in Mainstream Schools:** strengthen everyday teaching and use adaptations and additional support in response to pupils' needs.	**1 and 3** – Responsive teaching informed by assessment; access to literacy learning.	High-quality adaptive teaching with a curriculum designed for all learners.	Universal.	**IMF: £450.** Additional professional development and implementation resources. **Core:** established staff meeting and monitoring time—to be costed.
Map a progressive life-skills offer from Year 1 to Year 6. Sequence practical independence, communication, organisation, safety, managing money and community participation. Embed opportunities within lessons, outdoor learning, visits and enrichment, with additional practice where needed.	**Special Educational Needs in Mainstream Schools:** provides a broad rationale for removing barriers and supporting participation. There is no direct EEF evidence claim for the proposed life-skills programme; pupil progress and	**4** – Opportunities to develop independence and practical life skills.	Enriching provision beyond the classroom that all children can access.	Universal, with targeted adaptations and practice.	**IMF: £300.** Additional practical resources and accessible enrichment materials. **Core:** planning and routine delivery—to be costed.

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Description of activity	Education Endowment Foundation Evidence	Barrier Reference	DfE Principle (s) on Inclusion	Activity type *(whether it is universal or targeted)*	Total budgeted cost *(this should account for spend from IMF and core budget allocations)*
	feedback will inform evaluation.				
Develop a sensory and quiet space. Adapt the use of an existing space with appropriate portable resources and furnishings, including access at breaktimes and lunchtimes. Use specialist advice and pupil feedback to establish access, adult support and routines for returning to learning or social activity.	**Special Educational Needs in Mainstream Schools:** supports a positive environment and understanding individual needs. It does not establish the effectiveness of particular sensory equipment; resources will be selected through assessment and their impact monitored.	**2 and 6** – Sensory and emotional regulation; environmental barriers.	A safe and respectful culture fostering belonging, attendance and participation; inclusive environments with continuous improvements to accessibility.	Targeted access within a universally supportive environment.	**IMF: £1,100.** Non-capital resources, portable furnishings and staff guidance. **Core:** existing space and supervision—to be costed.
Provide personalised attendance support. Identify where additional needs, anxiety or routines affect attendance. Agree practical support with families, such as a trusted-adult welcome, visual preparation or supported transitions. Review attendance alongside wellbeing and participation.	**Working with Parents to Support Children's Learning:** informs purposeful, personalised communication with families. This is an indirect evidence link; attendance patterns and family feedback	**2 and 5**, where regulation needs or difficulties accessing support affect attendance.	A safe and respectful culture fostering belonging, attendance and participation in learning.	Targeted.	**IMF: £200.** Additional personalised resources and support materials. **Core:** attendance monitoring and family liaison—to be costed.

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Description of activity	Education Endowment Foundation Evidence	Barrier Reference	DfE Principle (s) on Inclusion	Activity type *(whether it is universal or targeted)*	Total budgeted cost *(this should account for spend from IMF and core budget allocations)*
	will guide the specific support offered.				
Strengthen partnerships with families and wider services. Establish a SEND Parent/Carer Forum. Hold a parent coffee morning with local agencies so families can learn about support, meet professionals and build relationships. Offer transition information sessions and improve website signposting to Bradford services.	**Working with Parents to Support Children's Learning:** informs accessible communication and practical support tailored to families. The forum and coffee morning will be evaluated through participation, feedback and families' confidence in accessing help.	**5** – Access to information, advice and opportunities to shape support.	Strong partnerships with families and wider services.	Universal engagement, with targeted advice and transition support.	**IMF: £350.** Additional workshops, accessible materials and external contributions where charged. **Core:** established communication, event organisation and liaison—to be costed.
Improve visual communication and reduce clutter. Purchase an appropriate Widgit subscription. Introduce consistent symbols for resources, routines, signs and shared spaces. Audit corridors and busy areas, remove unnecessary visual clutter and improve accessible displays and storage.	**Special Educational Needs in Mainstream Schools:** informs scaffolding and adaptations matched to need. It does not endorse Widgit or establish the impact of decluttering; accessibility audits, specialist advice and	**2 and 6** – Sensory demands; environmental and communication barriers.	Inclusive environments with continuous improvements to accessibility; high-quality adaptive teaching.	Universal, with personalised visuals where required.	**IMF: £657.** Software, printing, symbols and non-capital organisation resources. **Core:** environmental checks and staff preparation—to be costed.

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Description of activity	Education Endowment Foundation Evidence	Barrier Reference	DfE Principle (s) on Inclusion	Activity type *(whether it is universal or targeted)*	Total budgeted cost *(this should account for spend from IMF and core budget allocations)*
	pupil responses will inform evaluation.				
Introduce carefully selected assistive technology. Audit existing devices and trial tools such as text-to-speech, speech-to-text or alternative recording methods. Purchase software or low-cost peripherals where trials demonstrate improved access or independence. Train staff and pupils in their use.	**Special Educational Needs in Mainstream Schools:** identifies technology as one approach that can support teaching and learning. Tools will be matched to a specific barrier and evaluated, rather than assuming technology alone improves outcomes.	**1, 3 and 6**, where assessment identifies a relevant learning or communication barrier.	High-quality adaptive teaching; inclusive environments with continuous improvements to accessibility.	Targeted initially, with wider use where beneficial.	**IMF: £300.** Additional software or low-cost peripherals, subject to eligibility checks. **Core:** existing devices and IT support—to be costed.

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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
Pupils with SEND make meaningful progress from clearly identified starting points, including smaller steps in learning.	A suitable assessment approach is established and relevant staff are trained. Pupils requiring small-step assessment have clear starting points and purposeful next steps. Termly reviews and moderation demonstrate progress through assessment information, work and observations. Where progress is limited, teaching and support are adjusted and reviewed.
Pupils with SEND benefit from consistently effective adaptive teaching and well-coordinated support.	Monitoring across all classes demonstrates appropriate use of explicit instruction, modelling, scaffolding and flexible grouping. Pupils access an ambitious curriculum with adaptations matched to their needs. Targeted interventions have recorded starting points, intended outcomes and review dates, complement classroom teaching and are adapted or discontinued where they are not effective.
Pupils with persistent phonics and early reading difficulties improve their decoding, fluency and confidence.	Identified pupils receive structured phonics teaching and practise with books matched to their assessed phonic knowledge. Regular assessments demonstrate progress through the relevant Little Wandle sequence and identify remaining gaps. Termly reviews show progress towards individual reading targets and inform any changes to support.
Pupils develop greater independence and practical skills that support everyday life and preparation for their next stage.	A progressive life-skills offer is mapped from Year 1 to Year 6 and implemented through curriculum and enrichment opportunities. Pupils demonstrate increasing independence in relevant areas, such as organisation, communication, personal safety and practical tasks. For pupils requiring additional support, reviews capture progress against individual goals, including reduced adult prompting where appropriate.
Pupils with sensory, communication or emotional regulation needs feel safe, understood and ready to participate.	Identified pupils have appropriate strategies, visuals and access to a quiet space where needed. Staff use agreed approaches consistently. Pupil voice, observations and support records demonstrate improved regulation, engagement or successful return to learning and social activity, compared with individual starting points.
The school environment and learning resources enable pupils with SEND to access learning and school life more independently.	Accessibility reviews identify barriers and record the action taken. Consistent visual communication is evident across classrooms and shared spaces, and unnecessary visual clutter is reduced. Where assistive technology is introduced, trials demonstrate a specific improvement in access, participation or independence before further purchasing or wider use.
Pupils whose additional needs affect attendance receive timely support that	Relevant barriers are explored with pupils and families, and personalised support is agreed and reviewed. Reviews consider attendance, punctuality, wellbeing and participation together.

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Intended outcome	Success criteria
strengthens attendance, wellbeing and belonging.	Improvement is demonstrated against individual starting points; where difficulties persist, support is adjusted and relevant services are involved.
Parents and carers feel informed, listened to and confident in contributing to their child's support.	A SEND Parent/Carer Forum is established, with accessible opportunities for families to contribute. Families receive clear information about school provision, transitions and local services. Feedback demonstrates that families know whom to contact, understand their child's next steps and feel their views inform support. Leaders record and respond to themes raised.
Leaders and governors evaluate inclusion effectively and use evidence to improve provision and deployment of resources.	Termly evaluation considers pupil progress, participation, attendance, family feedback and implementation of planned activities. SCIL advice, SENDCo networks and school comparisons inform improvements. Governors receive a concise evaluation of impact and expenditure, with clear decisions about which approaches to sustain, adapt or stop.

Review of the previous academic year

As this is the first year of the inclusion mainstream fund there is no review needed.

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