Ainsdale St. John's CE Primary School
Inclusion Strategy 2026 - 2027

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 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Inclusion Lead and Headteacher followed by Local Governing Body

Statement of intent

At Ainsdale St John's CE Primary School, our vision is **'Aspiring to Shine for Jesus'**. We believe every child should feel they belong, be understood and have the opportunity to achieve their potential. Our Christian values of **Courage**, **Community** and **Compassion** underpin the **ASJ Way**, where inclusion is everyone's responsibility and every child is known, valued and supported to shine.

Our approach reflects **LDST's eight inclusion principles**, placing belonging, high expectations, early identification, positive relationships and inclusive teaching at the heart of school life. We recognise that children may face different barriers to learning and participation, including those associated with SEND, disadvantage or personal circumstances. We are committed to removing these barriers so that all pupils can access an ambitious curriculum, develop independence and experience success.

Our school data identifies 34 pupils with SEND (18.8%), including 27 receiving SEN support and seven with Education, Health and Care Plans (EHCPs). Specific learning difficulties (SpLD) and speech, language and communication needs (SLCN) are the most common primary needs, alongside pupils requiring support with emotional regulation, autism and other additional needs. We recognise that children's needs may overlap and that provision must reflect each child's individual strengths and challenges. Our inclusion priorities focus on improving access to reading and writing, developing communication and language, supporting emotional wellbeing and strengthening progress in reading, writing and mathematics. These priorities link closely to our School Improvement Plan, ensuring that improving outcomes for pupils with additional needs remains central to whole-school improvement.

High-quality teaching is the foundation of our inclusive approach. Through our **ASPIRE curriculum**, **LIGHT lesson structure** and the **LDST quality-first teaching toolkit**, teachers adapt learning while maintaining high expectations for every pupil. Clear explanations, carefully chosen vocabulary, practical resources, modelling and regular opportunities to revisit learning help children develop confidence and understanding. We aim to create calm, purposeful and accessible classrooms where appropriate adjustments and assistive technology support children to become increasingly independent learners.

We identify additional needs early and work with children and families to understand what helps. Their views shape the support we plan and how we review it. Teachers remain responsible for every pupil's progress, working with the AHT/SENDCo, support staff and specialist professionals through the **LDST Graduated Approach**. Targeted interventions complement high-quality classroom teaching and are reviewed for impact.

Inclusion extends beyond lessons. Through collective worship, play, the ASJ Journey, pupil leadership and the LDST Promise, all children have opportunities to develop their talents and friendships. We listen to pupils and families and make reasonable adjustments so everyone can take part and feel they belong. Wider enrichment funding and disadvantaged-pupil provision are detailed in our Pupil Premium Strategy.

Our commitment is simple: every child is known, valued, supported and encouraged to shine.

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	Difficulties with decoding, reading fluency, spelling and recording ideas can limit independent learning. Specific learning difficulties (SpLD), including dyslexia-type difficulties, are the most common primary SEND need.
2	Difficulties understanding instructions, using vocabulary and expressing ideas can affect learning and friendships. Speech, language and communication needs (SLCN) are another significant area of identified need, both as a primary and additional need.
3	Some children need additional support to recognise feelings, manage anxiety and regulate their emotions so they are ready to learn. Social, Emotional and Mental Health needs is a primary need for a number of pupils.
4	Gaps in reading, spelling, writing and mathematical fluency can make it harder for pupils to keep up and achieve well, particularly in KS2. SEND and disadvantage often overlap: 11 of our 34 pupils with SEND are eligible for pupil premium.
5	Children need consistently clear teaching, accessible and calm classrooms, suitable resources and support that builds independence. Adaptations must reflect individual and overlapping needs, including autism, physical and sensory needs, across all seven classes.

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.

Total: £10,887.65

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)*
Trial reading pens, accessible digital text and speech-to-text for pupils whose literacy needs limit access to learning. Train staff and pupils; continue explicit reading and spelling teaching. Review whether the tools help pupils work more independently. (Barriers 1, 4, 5)	Universal classroom access with targeted pupil trials	Reading Pen x6: £780 IPads x7: £2513.63
Review language screening and introduce WellComm for pupils who need additional support. Use assessment to plan and review language work, with speech and language therapy referrals where appropriate. Teach vocabulary and structured talk through LIGHT and the Listening Ladder. (Barriers 2, 4, 5)	Universal oracy and vocabulary; targeted screening and groups	WellComm price: £1,500
Train staff to use the Boxall Profile to identify and review emotional needs. Provide targeted nurture support and consistent relational practice,	Universal relational practice; targeted profiling and support	Mood Tracker: £1,400 Nurture Nest improvements

including Zones of Regulation. Introduce daily use of Mood Tracker / Moodly. (Barriers 3, 5)		(therapeutic space) / changes: £1969.02 Boxall Profile Annual Subscription: £325.00
Strengthen inclusive teaching through staff training and coaching in dyslexia- and dyscalculia-informed practice, reading fluency, spelling, sentence accuracy and mathematical representations. Apply these approaches through ASPIRE, LIGHT and existing curriculum programmes. (Barriers 1, 2, 4, 5)	Universal with targeted additional practice	NPQSEN £2,400
Use the LDST Pupil Support Form and Assess–Plan–Do–Review to identify needs, set targets and evaluate short, focused literacy, language and maths interventions. (Barriers 1, 2, 4, 5)	Targeted	

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
Children with literacy difficulties can access reading activities appropriate to their needs, engage with information and demonstrate their understanding more independently.	By July 2027, pupil reviews, work samples and feedback show that selected assistive tools reduce unnecessary adult prompting and improve access. Reading and spelling progress is measured separately.
Children with SLCN understand and use language more confidently in learning and everyday school life.	Pupils receiving language support have a recorded starting point, clear targets and a review. Screening, observations and pupil voice show progress in vocabulary, understanding and communication.
Children who need emotional support feel safe, understood and increasingly able to recognise and manage their feelings.	Relevant staff use Boxall Profile assessments and reviews to plan support. Pupil feedback and observations show growing emotional understanding and use of regulation strategies.
Children feel safe, understood and supported through positive relationships with emotionally available adults.	Daily emotional check-ins help staff identify and respond to pupils' emotional needs. Pupil voice, Mood Tracker information and pastoral reviews demonstrate that children feel supported and that appropriate actions are taken to improve their wellbeing and readiness to learn.
Children learn in accessible classrooms, become more independent and make progress from their starting points.	By July 2027, learning visits, pupil voice and work scrutiny demonstrate that inclusive teaching and appropriate adaptations support pupils to access learning and develop independence. Assessment information and individual pupil reviews show progress from starting points, particularly in reading, writing and mathematical fluency.

All children feel a sense of belonging and can participate fully in school life.	Pupil voice and participation reviews demonstrate that vulnerable children can access enrichment, educational visits, worship and pupil leadership. Reasonable adjustments are made where barriers are identified.

Review of the previous academic year

This will be completed at the end of 2026-27.

Further information (optional)