



Brierley CE Primary School

Inclusion Strategy

Approved by Governing Body: Spring 2026

Last reviewed: Spring 2026

Next review: Spring 2027

Vision and Purpose

At Brierley, guided by God, we are one inclusive family where every child is known, valued and supported to succeed.

We are committed to identifying and removing barriers so that all pupils—whatever their background, needs or starting points—can learn, grow and shine together, valuing one another's strengths and learning from each other's experiences.

Through high expectations, nurture and a strong sense of belonging, we foster resilience, hope and aspiration in every child.

Each person is a unique and important member of our school family, welcomed, celebrated for who they are and empowered to flourish, becoming the very best version of themselves.

Together, we live out God's love through our words and actions, walking side by side on our shared journey within school and beyond.

Inclusion at our school is:

- Strategically led and legally compliant
- Rooted in high expectations for all
- Driven by early identification and responsive support
- Strengthened by strong partnerships with families and agencies
- Focused on independence, belonging and long-term success

This strategy aligns with:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice
- Keeping Children Safe in Education

Strategic Priorities

Priority 1: Compliance

Objective

Ensure inclusion is strategically led, compliant, measurable and embedded across school improvement.

Key Actions

- Produce a detailed **school inclusion profile** (pupil numbers, vulnerable groups, national comparisons, trends).
- Produce summary academic and attendance outcomes reports for governors.
- Review and update statutory documentation:
 - Accessibility Plan
 - SEND Information Report
 - Pupil Premium Strategy
 - Attendance Policy
 - Equality Objectives
- Audit alternative provision, part-time timetables and EHE.
- Quality assure safeguarding systems for vulnerable pupils.

Success Measures

- Governors can articulate inclusion strengths and gaps.
- All statutory documentation compliant and published.
- Termly safeguarding and provision reviews show no unknown risks.
- Inclusion objectives reviewed termly with evidence of impact.

Priority 2: Early Identification & Graduated Response

Objective

Embedding robust early identification systems and consistent Assess–Plan–Do–Review cycles.

Key Actions

- Use baseline assessments consistently across phases.
- Implement clear internal referral and rapid response pathways.
- Strengthen early identification, particularly in Early Years.
- Embed graduated approach across the school.
- Promote meaningful parental engagement in support planning.
- Increase use and evaluation of specialist external advice.
- Audit reasonable adjustments (environment, curriculum, wider offer).
- Reduce over-reliance on withdrawal interventions.

Success Measures

- Needs identified early with clear timelines.
- Assess–Plan–Do–Review cycles evident in practice.
- Interventions evaluated termly and adapted for impact.
- Increased independence and reduced adult dependency.
- Equality duties demonstrably met.

Priority 3: High-Quality Inclusive Teaching

Objective

Ensure Quality First Teaching meets diverse needs without lowering expectations.

Key Actions

- Audit Quality First Teaching through:
 - Lesson observations focused on inclusion
 - Work scrutiny for vulnerable groups
- Deliver annual SEND and inclusion CPD:
 - Barriers to learning
 - Trauma-informed approaches
 - Wellbeing and regulation
- Review deployment of additional adults to promote independence.
- Promote strong foundations in early years and key transitions.

Success Measures

- Inclusive strategies embedded across classrooms.
- Staff confidence increases (survey evidence).
- Pupils with SEND consistently access high-quality teaching.
- Sustained progress over time.

Priority 4: Supporting Disadvantaged Pupils

Objective

Ensure funding is needs-led, evidence-informed and impact-driven.

Key Actions

- Clearly define barriers for disadvantaged pupils (individual and cohort).
- Align strategy to EEF evidence and school priorities.
- Clarify staff accountability for PP delivery.
- Deliver targeted training linked to PP priorities.
- Review PP impact termly (RAG-rated spending).
- Strengthen safeguarding and Early Help systems.
- Foster partnerships with families, services and community.

Success Measures

- Gaps narrow over time (academic, attendance, wellbeing).
- Funding clearly linked to barriers and measurable outcomes.
- Strategy adapted responsively where impact is limited.
- Increased engagement from families.

Priority 5: Supporting Pupils with SEND

Objective

Promote high expectations and measurable outcomes for SEND pupils.

Key Actions

- Ensure SENCO is qualified, empowered and strategically influential.
- Strengthen early identification and monitoring systems.
- Improve implementation of specialist advice in classrooms.
- Review and update SEND Information Report to reflect provision accurately.
- Audit provision and progress of SEND pupils termly.
- Improve transition planning across phases.
- Strengthen family understanding of the Local Offer and LA SEND strategy.
- Identify and mitigate additional safeguarding risks for pupils with SEND.

Success Measures

- Sustained progress for SEND pupils.
- Clear next-step planning driven by data.
- Increased parental confidence.
- Smooth transitions evidenced by attendance and wellbeing data.

Priority 6: Supporting Pupils Known to Social Care (LAC / PLAC)

Objective

Ensure children known to social care receive strong academic, safeguarding and wellbeing support.

Key Actions

- Ensure designated teacher is suitably qualified.
- Audit and quality assure all PEPs (include academic targets, wellbeing targets, pupil voice).
- Ensure all PEPs graded Green.
- Monitor Pupil Premium Plus spending termly.
- Strengthen multi-agency collaboration (CIN, CP meetings, LA communication).
- Use social care intelligence to inform academic and pastoral decisions.
- Review and mitigate safeguarding risks.

Success Measures

- 100% PEPs high quality and on time.
- Attendance, wellbeing and progress reviewed termly.
- Clear evidence of impact from PP Plus funding.
- Strong multi-agency planning and communication.

Priority 7: Attendance, Behaviour & Belonging

Objective

Reduce persistent absence, improve behaviour equity and strengthen belonging.

Key Actions

- Analyse attendance by vulnerable group termly.
- Implement targeted attendance plans.
- Review suspension and exclusion patterns.
- Introduce early intervention approaches.
- Gather pupil voice on belonging and safety.
- Embed fair and proportionate behaviour systems.

Success Measures

- Persistent absence decreases.
- Attendance gaps narrow.
- Reduction in repeat suspensions.
- Majority of pupils report feeling safe and valued.

Priority 8: Inclusive Curriculum & Personal Development

Objective

Ensure vulnerable pupils access the full curriculum and wider opportunities.

Key Actions

- Increase extracurricular participation for vulnerable groups.
- Track participation gaps.
- Tailor personal development provision around vulnerable pupils.
- Review curriculum adaptations for long-term knowledge retention.
- Review deployment of additional adults to prioritise independence.

Success Measures

- Participation gaps reduce.
- Sustained academic progress.
- Increased independence.
- Pupils demonstrate aspiration and engagement.

Monitoring and Governance

Termly Monitoring Includes:

- Progress gaps (SEND, PP, LAC)
- Attendance and persistent absence
- Suspension and behaviour data
- PEP quality and PP impact
- Intervention effectiveness
- Safeguarding trends
- Stakeholder voice

Intended Impact

- Narrowed attainment gaps across vulnerable groups
- Improved attendance for SEND, PP and LAC pupils
- Reduced suspensions and improved behaviour equity
- Strong parental partnership and engagement
- Assess–Plan–Do–Review embedded consistently
- Staff confident in inclusive practice
- Pupils articulate belonging, safety and aspiration