Inclusion Strategy – Perryfields Junior 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	2026-2027
Date this statement was published	31.12.26
Date on which it will be reviewed	31.12.27
Statement authorised by	Mrs Samantha Edwards

Statement of intent

Our statement of intent is to create a whole-school culture in which every pupil is known, valued and able to achieve, regardless of need, starting point or background. We are committed to meeting the needs of pupils with additional needs and SEND, including those experiencing rising social, emotional and mental health (SEMH) needs, through early identification, effective provision and consistently high-quality teaching. Our intention is that all pupils access a broad and ambitious curriculum, feel safe and included, and make strong progress academically, socially and emotionally.

To achieve this, our inclusion strategy focuses on clear, consistent and whole-school approaches. A key priority is our journey towards becoming a TPP school, ensuring that our inclusive practice is not dependent on individual staff members, but is understood and implemented consistently across the school. We are developing staff consistency in TPP, alongside increasing confidence in its use in classrooms, pastoral support and behaviour management. This will strengthen our inclusive culture, reduce variation in practice and ensure that pupils receive the right support at the right time. Alongside this, we are placing a strong emphasis on social, emotional and mental health (SEMH provision), with a focus on early intervention, relational practice, emotional regulation and targeted support where required.

The seven principles of inclusion are central to this strategy. We will maintain high expectations for all, believing that every pupil can succeed with the right support in place. We will ensure early identification and response, so that barriers to learning are addressed promptly. We will work to remove barriers to learning through adaptive teaching, reasonable adjustments and targeted interventions. We will value pupil voice, ensuring that pupils are listened to and involved in decisions about their support. We will prioritise positive relationships, recognising that trust, consistency and belonging are essential to inclusion. We will invest in staff training and shared responsibility, so that inclusion is seen as everyone's responsibility, not just that of the SEND team. Finally, we will work in partnership with our families and the wider school community, ensuring that our strategy is shaped by the needs of the pupils and families we serve.

Our approach has been informed by carefully considering the needs of our families and the wider school community. The increasing SEMH needs identified across the school, alongside the need for a more consistent and inclusive response, have shaped the direction of our strategy. This ensures that our provision is responsive, practical and focused on improving outcomes for pupils.

Through this strategy, we intend to develop a more confident, consistent and inclusive school culture. We aim to strengthen our response to SEMH needs, embed TPP across the school and ensure that all pupils are supported to thrive.

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	**Rising SEMH need** A growing number of pupils with SEMH needs across the school creates an increasing demand for timely, relational and emotionally supportive responses.
2	**Consistency of practice** The school needs to further develop consistency in staff understanding and implementation of trauma-informed practice as part of its journey towards becoming a Trauma Perceptive Practice (TPP) school.
3	**Staff confidence and inclusive culture**

	The school is continuing to build staff confidence and a shared inclusive culture to strengthen trauma-informed responses and improve consistency for pupils with SEMH needs.
4	

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.

Total IMF allocation: £14,645

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)*
Phase 1 – TPP Setting up TPP through elements 1 and 2 focusing on whole school setting/mindset and looking after adults • DFE Pillar (Principle 1 – Ambitious Leadership and governance that embeds inclusion) • EEF Focus: Setting up internal "implementation champions" to secure long term policy change	Universal	Elements 1 and 2 4 hours training: HT: £164.00 2 x AHT: £260.00 Access to the Hive and registration: £50 Total cost: £474.00
Phase 1 – Trauma Perspective Practice	Universal	12.5 hours training 2 x AHT: £820.00

Senior Leadership Strategic Capacity (continued) Train 2 AHTs as internal implementation leads via the 2 day formal course. AHTs act as strategic drivers to manage the whole school roll out. • DFE Pillar (Principle 1 – Ambitious Leadership and governance that embeds inclusion) • EEF Focus: Setting up internal "implementation champions" to secure long term policy change		
Phase 2 Whole -Staff Core Cascade (Elements 3 to 9) Deliver a 3 – part phased rollout of core trauma perspective practice to 10 teachers and 15 LSAs during scheduled professional development time to establish a unified culture. • DFE Pillar: Principle 3 (High quality adaptive teaching with curriculum designed for all) • EEF Focus: Prioritising Tier 1 Universal Provision built on calm, highly predictable learning spaces.	Universal	15 hours of training (delivered during inset days and twilights) to all staff (HT, teachers, LSAs, SEND LSAs, senior leaders) Total budgeted cost: £7,459
Phase 3 Relational Practice and Early Intervention Train educators to develop confidence in supporting co-regulation through scripts and unified TPP strategies to decode and de-escalate "behaviour as communication" • DFE Pillar: Principle 2 (evidence based support prioritising early intervention.	Universal	Staff time accounted for above

• DFE Pillar: Principle 5 (a safe and respectful culture fostering belonging) • EEF Focus: Improving behaviour by identifying the underlying drivers of distress instead of reactive sanctions		
Phase 4: Targeted Relational Environment and Regulation Spaces - Establish de-escalation spaces (calm corners) in classrooms and in workspaces and optimise the school's sensory room. These spaces provide structured, low stimulus environments, where dysregulated pupils can use TPP self regulation tools alongside staff co-regulation. - DFE Pillar 7: Inclusive environments with continuous improvements to accessibility - EEF Focus: Modifying the physical environment as a universal/targeted strategy to systematically remove emotional, cognitive and sensory barriers to engagement.	Universal	Sensory room/ calm corners *Funded through the PP Strategy and the SEND notational budget*
Phase 5; Targeted ELSA Interventions & Clinical Supervision Deploy a trained ELSA for 3 afternoons a week across the full school year (38 weeks) to deliver structured 1-1 emotional literacy interventions. Includes mandatory half-termly external psychology supervision (6 sessions) to maintain safe clinical practice and dedicated intervention resources (emotion cards, games, therapeutic books)	Targeted	£400 (£250 for educational psychologist supervision + £150 for intervention resources) £3,223 (6 hours x 32 weeks = 192 delivery hours) 12 hours supervision cost: £169 *Additional ELSA being trained and funded through PP Strategy*

DFE Pillar – Principle 2 (evidence based support prioritising early intervention) EEF Focus -Targeted Social and Emotional Learning (SEL) interventions		
Phase 6: Targeted SEMH Small- Group Interventions Deploy a dedicated LSA twice weekly for full afternoon blocks across the year (38 weeks) to run targeted SEMH groups. Focuses on developing emotional literacy, social communication skills, mindfulness practices, emotional regulation and fostering positive peer friendships. Pupils are identified proactively through collaborative work with families or internal staff nominations based on observed classroom need. DfE Pillar: Principle 2 (Evidence based support prioritising early intervention) DfE Pillar: Principle 6 (Strong partnerships with families and wider services) EEF focus – Small-group social and emotional (SEL) provision targeting self-awareness and relationship skills demonstrates an average academic behaviour and academic progress of 4+ months.	Targeted	£2,100 time value (LSA delivery hours)

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 identified SEMH needs develop robust emotional literacy, self regulation strategies and social skills, leading to a measurable reduction in	Reduction in escalated behaviours: A measurable reduction in the frequency of logged incidents where pupil's distress

heightened periods of distress and less time outside the classroom.	escalates to the point of requiring leadership intervention in the classroom Proactive re-engagement time – Pupils using calm corners or the sensory room successfully return to active learning within a 10-15 minutes of a dysregulation spike, minimising lost learning time. Positive progress in interventions: Pre and post intervention metrics eg. pupil voice, six core strengths assessment, emotional check ins) indicate a positive development in emotional regulation and friendship building for pupils completing ELSA or SEMH interventions. Improved attendance: Attendance to improve in vulnerable groups of children accessing SEMH support.
A unified, school-wide approach where all teaching and support staff share a common language, decode "behaviour as communication," and move away from reactive, isolated sanctions.	• **100% Core Training Completion:** 10 teachers and 15 LSAs successfully complete Elements 3–9 of the TPP framework, led by the Assistant Headteachers. • **Unified Language in Action:** Internal learning walks and peer observations confirm that 100% of staff utilise identical TPP de-escalation scripts and active co-regulation techniques. • **Smoother Classroom Transitions:** Decreased friction during high-stress transition points (e.g., coming in from break times or switching subjects) due to predictable, trauma-perceptive routines.
Staff feel highly empowered and equipped to proactively manage complex SEMH needs within mainstream classrooms,	• **Staff Confidence Growth:** An anonymous staff survey conducted in Term 4 shows a minimum 30%

fostering a pervasive culture of safety and belonging.	increase in reported confidence among LSAs and teachers regarding managing dysregulated behaviour independently. • **Environmental Utility**: All 10 classrooms actively maintain operational, low-stimulus "Calm Corner/ Calm spaces," and the Sensory Room shows documented, purposeful daily use as an early intervention tool rather than a space used after a behavioural escalation. • **Positive Family Feedback:** Family engagement logs and parent forums report high satisfaction with the shared language used between home and school, reinforcing a strong sense of community belonging (DfE Principle 6).

Review of the previous academic year

Further information (optional)