Euxton C.E. Inclusion Strategy 2026-27

In our Christian family, we all **SHINE** in the light of Jesus.

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	November 2026
Date on which it will be reviewed	At least annually; first formal review by Autumn 2027
Statement authorised by	Headteacher / Governing Body

Statement of intent

At Euxton CE Primary School, our ambition is that every child belongs, participates, achieves and thrives within our Christian family. In keeping with our vision, '*In our Christian family, we all SHINE in the light of Jesus*', we will ensure that children with SEND, disadvantaged children and all children facing barriers to learning receive high expectations, appropriate support and genuine opportunities to succeed.

We want every child to experience inspirational teaching, develop strong foundations in language, reading, writing and mathematics, attend regularly, feel safe and valued, and take part fully in school life. We will maintain our strong Christian ethos, nurturing environment and culture of compassion, friendship, peace,

trust, humility, wisdom, forgiveness and hope. Inclusion will mean removing barriers rather than lowering ambition.

This strategy focuses on five carefully selected activities. They strengthen the universal offer through consistent adaptive teaching, early identification, self-regulation support, accessible enrichment and robust leadership oversight. Targeted support will be provided where a child's needs cannot be met through the universal offer alone. The strategy supports our school improvement priorities, particularly the whole-school writing framework, the SEND graduated approach and closing the gap for disadvantaged children. It also responds to the previous inspection's recommendation to create rigorous and robust monitoring systems, while maintaining the outstanding strengths identified in teaching, behaviour, personal development and leadership. In Early Years, it will support greater depth and intensity of learning.

The strategy is organised around the DfE's seven principles of inclusion:

1. ambitious leadership and governance that embeds inclusion
2. evidence-based support prioritising early intervention
3. high quality adaptive teaching with curriculum designed for all learners
4. enriching provision beyond the classroom that all children can access
5. a safe and respectful culture fostering belonging, attendance, and participation in learning
6. strong partnerships with families and wider services
7. inclusive environments with continuous improvements to accessibility

We have drawn on the school's existing inclusive practice, including quality-first teaching, the Assess–Plan–Do–Review graduated approach, individual education plans, pupil and parent contributions, specialist referrals, links with external agencies, parent meetings, the School Council, questionnaires, collective worship, enrichment and community expertise. This strategy formalises and strengthens those approaches rather than replacing them.

Families and children will continue to contribute through parent meetings, reviews, questionnaires, pupil voice, School Council discussions and co-production of individual outcomes and support. Staff will contribute through professional dialogue, assessment, monitoring and review. Governors, the Diocese, the local authority, specialist services and community partners will be involved where appropriate. Children's views about barriers, adjustments, wellbeing and participation will be considered alongside family and professional evidence.

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

No.	Detail of barrier to learning
1	Social, emotional and mental health (SEMH) and self-regulation: An increasing number of children require support to recognise and regulate emotions, manage anxiety, sustain attention and engage successfully in learning. Needs are becoming more complex. This can contribute to low-level disruption, difficulties with transitions and reduced participation during lunchtimes, playtimes and other unstructured periods.
2	Need for coordinated specialist advice and targeted intervention: Some children require specialist advice and provision in addition to the universal offer. This includes children whose needs persist despite quality-first teaching and personalised intervention, or whose communication, sensory, physical, emotional or learning needs require advice from specialist teachers, educational psychology, speech and language therapy, occupational therapy, health or other services. Provision must be coordinated carefully with the child, family, school staff and external professionals.
3	Inconsistency in adaptive teaching: Variation in the consistency and precision of classroom adaptations can create barriers for children with SEND and disadvantaged children. Where classroom routines are not sufficiently adapted, children may be unable to access the same ambitious curriculum as their peers or work independently.
4	Sensory and environmental accessibility: The school has substantial external grounds however space within school is limited and does not currently have a purpose-designed sensory regulation space suitable for structured sensory circuits and regulation activities. Busy, high-stimulus environments and unstructured times can be difficult for some children, including children with autism, ADHD and sensory needs. This can affect regulation, focus, transitions, participation and access to learning.
5	Gaps in foundational knowledge: Gaps in early language and communication needs and phonics can limit children's access to subsequent learning across the wider curriculum. These gaps may affect vocabulary, comprehension, transcriptional fluency, confidence, reasoning and independence, with a particular risk of widening attainment differences for children with SEND and disadvantaged children.

Activity in this academic year

The activities outlined below represent our key priorities for 2026/27 and are designed to address the barriers identified above. During this first year of implementation, we have intentionally focused on a small number of evidence-informed approaches that strengthen our universal provision, complemented by targeted support where required. Funding is provided through our core budget, including the notional SEN budget, alongside our Inclusive Mainstream Fund (IMF) allocation of £10,427.

Description of activity	Activity type	Total budgeted cost
Principles 1 and 6 — ambitious leadership and governance through better data and early identification and strong partnerships with families and wider services. Building on strong leadership, Christian distinctiveness and existing stakeholder engagement, leaders will establish an annual inclusion dashboard and review cycle to strengthen monitoring and accountability. This will bring together key evidence on attendance, attainment, progress, behaviour, wellbeing, participation, SEND provision and the experiences of disadvantaged pupils. Governors will receive termly reports on implementation, outcomes, barriers and next steps. Findings will be used to refine, scale or discontinue approaches, with evaluation informed by staff, pupils, families and external partners. **Evidence: EEF - The Guide to Implementation, DfE best-practice guidance; EEF graduated approach.** **Barriers addressed: 1, 2, 3, 4, 5**	Universal	£1,800

Principle 2 evidence-based support prioritising early intervention Building on our existing graduated approach, individual plans and strong partnership with families and external agencies, we will implement a consistent whole-school system for recording provision, outcomes, review dates and accountability. Class teachers will remain responsible for pupils' progress, supported by strategic oversight from the SENDCo and Headteacher. Provision maps and plans will clearly identify barriers, intended outcomes, adjustments, interventions and impact. Half-termly inclusion reviews will consider progress, attendance, engagement, behaviour, wellbeing and family feedback. Specialist advice will be sought where needed and embedded within everyday classroom practice. **Evidence: EEF: The Guide to Implementation, DfE: Inclusive mainstream fund: best practice for schools, RISE support for inclusive mainstream education** **Barriers addressed: 1, 2, 3**		£4990
Principle 3: Whole-school adaptive teaching and inclusive curriculum implementation. Building on quality-first teaching and class teacher accountability, we will introduce a whole-school adaptive teaching framework aligned to our writing priority and applied across the curriculum. Staff will consistently use a small number of evidence-informed strategies, including modelling, explicit vocabulary instruction, chunked instructions, visual supports,	Universal	£1500

effective questioning, guided practice, retrieval, flexible recording methods and appropriate technology. SLT will monitor implementation and impact through learning walks, book looks, pupil voice and progress information, including in the Early Years. **Evidence: EEF 'Special Educational Needs in Mainstream Schools' and the EEF Teaching and Learning Toolkit.** **Barriers addressed: 1,3,5**		
Principle 4 Enriching provision beyond the classroom that all children can access: Building on our strong enrichment offer, community partnerships and extra-curricular opportunities, we will review participation and remove barriers to ensure children with SEND and disadvantaged pupils can fully access school life. This will include considering cost, equipment, transport, staffing, accessibility and reasonable adjustments. Participation will be monitored across pupil groups, and children will help shape future opportunities through pupil voice and the School Council. We will continue to develop inclusive sporting, creative, musical and outdoor experiences through our facilities and community links. This strengthens and extends provision already recognised as a school strength and as key elements of an inclusive mainstream offer. **Evidence: EEF: The Guide to Implementation, DfE: Inclusive mainstream fund: best practice for schools** **Barriers addressed: 1, 4**	Universal and targeted	£2000

Principle 5: a safe and respectful culture fostering belonging, attendance, and participation in learning. Building on our calm, nurturing ethos, Christian values and existing pastoral support, we will implement a consistent whole-school approach to emotional regulation. This will include shared language, visual routines, transition support, regulation breaks, structured playtime support, staff training, sensory circuits, soft starts, ELSA. The Rainbow Room, a dedicated sensory regulation space, will provide opportunities for calming, movement and supported return to learning. Attendance, behaviour, wellbeing, SEND and safeguarding information will be reviewed together to identify concerns early, with children and families helping to evaluate impact. This builds on, rather than duplicates, our existing graduated response. **Barriers addressed: 1, 4**	Universal and targeted	£3,800
Principle 7 Inclusive environments and accessibility: visual timetables and communication aids in every classroom, regulation stations, prayer spaces, Rainbow and Sunshine Room, reduced visual clutter, sensory checklists and sensory/regulation resources and spaces. **Evidence: DfE best-practice guidance** **Barriers addressed: 1, 3, 4**	Universal and targeted environmental provision	£2000
Total planned inclusion spend for 2026/27		£16090

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 SEND and disadvantaged children access an ambitious, well-sequenced curriculum through consistently adaptive teaching.	Monitoring shows agreed adaptive teaching strategies are routinely evident across classes. The proportion of observed lessons meeting the school's agreed inclusion expectations increases from the baseline. Progress and attainment data show that children with SEND and disadvantaged children make at least expected progress from their starting points, with gaps identified early and addressed. Children report that they understand learning, know how to obtain help and can work with increasing independence.
Children make stronger progress in foundational language, phonics, reading, writing and mathematics.	Baseline and termly assessment show improved progress for identified children. Phonics, reading, writing and mathematics information is reviewed by group, including SEND and disadvantaged children. Children receiving targeted support demonstrate measurable gains against their individual starting points and transfer learning into classroom work. Writing monitoring shows improved transcriptional fluency, stamina, independence and ability to communicate ideas.
Children are better able to regulate, participate and engage in learning and unstructured times.	Inclusion plans and agreed whole-school approaches are used consistently. Children receiving

	targeted regulation support demonstrate improved readiness to learn, successful transitions and increased participation. Behaviour records show a reduction in repeated low-level disruption, dysregulation incidents and lost learning for identified children. Pupil voice shows improved confidence in seeking help and using regulation strategies.
Children with additional needs receive timely, coordinated and effective support through the graduated approach.	For children on SEND Support, Assess–Plan–Do–Review records identify clear barriers, outcomes, provision, responsibility and review dates. Reviews include the child's and family's views wherever appropriate. Intervention evaluations show whether support is improving attainment, progress, participation, wellbeing, behaviour or independence. Specialist recommendations are translated into classroom practice and reviewed for impact using IEPs.
Children experience a stronger sense of belonging, safety, respect and participation.	Pupil voice, family feedback and wellbeing questionnaires show that children feel valued, listened to, safe and able to express their views. Children with SEND and disadvantaged children report that they belong and can participate in learning and wider school life. Behaviour and safeguarding records are reviewed for patterns affecting inclusion. The school continues to sustain its culture of kindness, positive behaviour and mutual respect.
All children can access enrichment and wider school experiences.	Participation in extra-curricular clubs, music, sport, outdoor learning, visits,

	performances and community activities is tracked. Participation gaps for children with SEND and disadvantaged children reduce from the baseline. Reasonable adjustments and support are recorded where needed. Children report that they have meaningful opportunities to develop talents, interests, confidence and friendships beyond the classroom.
The school has rigorous, transparent and sustainable systems for evaluating inclusive practice and funding impact.	Governors receive termly inclusion reports covering implementation, outcomes and impact. Leaders can demonstrate how core funding, the notional SEN budget and IMF resources support the seven principles of inclusion. Staff, children, families and external partners contribute to evaluation. Monitoring identifies what should be continued, adapted or stopped, ensuring that the school focuses on fewer approaches well and uses evidence to improve provision over time.

Review of the previous academic year

As 2026/27 is the first year of our Inclusion Strategy, there is no previous strategy to evaluate. Instead, we have used data from 2025/26 to establish a clear baseline against which future impact will be measured. From 2027/28 onwards, this section will evaluate progress against our intended outcomes, focusing on pupils' engagement, participation, attendance, belonging and attainment, particularly for pupils with SEND and additional needs, and explain how findings have shaped subsequent priorities.

Our 2026/27 baseline is informed by:

- End-of-key-stage outcomes, the Year 1 Phonics Screening Check and EYFS outcomes from 2025/26.
- Internal formative and summative assessment information, including standardised reading and language assessments.

- Attendance, behaviour and engagement data, alongside learning walks and pupil and family voice, to identify barriers to inclusion and support early identification of need.
- Review of school's SEND systems and graduated responses.

Further information (optional)
This strategy should be read alongside our SEND Information Report, SEND Policy, Accessibility Plan and Pupil Premium strategy statement, with which it is deliberately aligned. It was developed by our senior leadership team and SENCo (Mrs F. Jones), scrutinised by the governing board's SEND link governor, and informed by working alongside families, pupils and external agencies. We also work with other local schools to share approaches and review of our strategies. Progress is monitored termly by leaders and governors, and the strategy is reviewed and republished annually.