# Inclusion Strategy Template

Before completing this template, read DfE's Developing an inclusion strategy using the IMF for school leaders.

Schools can use this template to help them develop their inclusion strategy, which must be published on their school website by 31 December every academic year.

Before publishing your completed statement, delete the instructions (text it italics) in this template, and this text box.

## Inclusion Strategy – Puss Bank School and Nursery

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 | 2026-27 |
| Date this statement was published | 16.11.26 |
| Date on which it will be reviewed | November 2027 |
| Statement authorised by | K. Nichol |

## Statement of intent

At our school, inclusion is at the heart of everything we do. We are committed to creating a welcoming, nurturing, healthy and inclusive environment where every child is valued, respected and supported to achieve their full potential. We believe that every pupil has the right to belong, participate, learn and thrive within their school community, regardless of need, background, identity or circumstance.

Our ultimate aim is to develop a genuinely inclusive school where barriers to learning, participation and achievement are identified and removed, enabling all children to access a broad, ambitious and engaging

curriculum. We recognise and celebrate the individuality, strengths and aspirations of every learner and are committed to ensuring that all pupils can participate meaningfully in every aspect of school life. Through high-quality teaching, reasonable adjustments and targeted support where needed, we strive to ensure that all children experience success, develop positive self-esteem and achieve the best possible outcomes academically, socially and emotionally.

Our inclusion strategy is underpinned by the belief that inclusion is everyone's responsibility. Through a whole-school approach, we promote a culture of belonging, respect and acceptance where diversity is celebrated and differences are understood as strengths that enrich our community. We maintain high expectations for all pupils whilst recognising that achieving equity may require different levels and types of support. By adopting flexible, responsive and evidence-informed practices, we work to ensure that every child can access learning, contribute their views and develop increasing independence and confidence.

We are committed to embedding the principles of inclusive practice across all aspects of school life. We seek to create environments where all pupils feel safe, welcomed and represented; where strong relationships are fostered; where children and families are listened to and involved in decision-making; and where support is delivered at the earliest opportunity to prevent barriers from becoming entrenched. We actively promote participation, achievement, wellbeing and positive outcomes for all learners through collaboration, high aspirations and continuous improvement.

Strong partnerships are central to achieving our inclusive vision. We work closely with parents, carers, governors, pupils, external professionals and the wider community to develop, implement and review our inclusive practice. We recognise that families are experts in their children and value their knowledge, experiences and contributions. Through open communication, meaningful consultation and shared decision-making, we ensure that the voices of children and their families help shape both individual support and our wider strategic approach to inclusion.

We believe that preparing children for adulthood begins from the moment they join our school. By fostering independence, resilience, curiosity, self-advocacy and a lifelong love of learning, we equip our pupils with the knowledge, skills and confidence to make a positive contribution to their communities and to flourish in an ever-changing world. Through our commitment to inclusion, we aim to create a school community where every child feels that they belong, every family feels valued and every individual has the opportunity to succeed.

## Aspire Inclusion Pledge

At Aspire, we believe every child belongs. We are committed to creating inclusive communities where every child is known, valued and empowered to thrive.

Through high expectations, inclusive practice and strong relationships, we remove barriers to learning and participation so that all children can achieve their potential. We believe in every child's potential, recognising strengths and nurturing confidence.

We celebrate individuality, embrace diversity and recognise that equity means giving every child what they need to succeed.

Working in partnership with families, professionals and our wider communities, we ensure that every child receives the understanding, support and opportunities they need to flourish.

Together, we build a community where everyone feels safe, respected and included because inclusion is everyone's responsibility.

**Aspiration. Believe. Community.**

**One Aspire family. Everyone belongs. Everyone matters. Everyone can achieve.**

## 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 | • Increasing complexity of pupils' needs. |
| 2 | • Staff training in adaptations not always keeping up with the increasing level of need. |
| 3 | • Limited availability of resources and equipment affects the consistent delivery of inclusive provision including the delivery of effective interventions. |
| 4 | • Variable parental engagement in supporting pupil outcomes. |
| 5 | • Unmet speech, language and communication needs can contribute to attainment gaps between vulnerable groups and their peers. |

## 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** *(noting evidence and barrier numbers addressed)* | **Activity type** | **Total budgeted cost** *(this should account for spend* |
|---|---|---|

| | (*whether it is universal or targeted)* | *from IMF and core budget allocations)* |
|---|---|---|
| The increasing complexity and diversity of pupil need will be addressed through the actions identified within the other priority areas of this strategy. In addition, further professional development, access to specialist advice through the Experts at Hand model, and referrals to the Cheshire East SEND Forum and other external agencies will support staff in developing the knowledge, skills and confidence required to meet a wider range of needs within the mainstream classroom. Specialist advice and recommendations will be embedded through high-quality adaptive teaching, targeted interventions and reasonable adjustments, ensuring that pupils can access learning alongside their peers and achieve positive outcomes. Ongoing monitoring by the Senior Leadership Team and SENDCo will ensure that provision remains responsive, effective and appropriately matched to pupils' changing needs. | Universal and targeted | 201,064 (notional SEND funding, including first £6,000 support for all EHCP)<br>17, 350 (Inclusion funding) |
| To further strengthen inclusive practice, staff participated in a dedicated Trust-wide professional development day focused on inclusion and SEND (23.10.26). This was complemented by a range of training opportunities designed to enhance understanding of adaptive teaching and evidence-informed interventions. These opportunities support staff in continually refining their practice to ensure all pupils can access learning and achieve success. Future professional development will include Oracy and Colourful Semantics training to further strengthen communication-focused inclusive practice across the school. In addition, the school is working towards Autism Accreditation, with ongoing professional development for Resourced Provision staff supporting the development of autism-informed practice and contributing to a culture of continuous improvement in inclusive provision across the whole school. | Universal<br>And Targeted | |
| To address limitations in available resources and intervention materials, the school has invested in specialist programmes and resources, including | Targeted | |

| | | |
|---|---|---|
| Reading Plus, Widgit and Nessy licences. These resources have strengthened the delivery of targeted interventions, supported inclusive classroom practice and improved access to learning for pupils with a range of needs. | | |
| Variable levels of parental engagement can affect the consistency of outcomes for some pupils. To strengthen partnerships with families, the school will further develop parental engagement opportunities from Nursery onwards, including enhanced Stay and Play sessions and workshops focused on key areas of early development and learning within the EYFS. A planned programme of family engagement events will be introduced throughout the year, including further Learn With Me sessions. Additional support will be provided to improve engagement with families of pupils with SEND and those with English as an Additional Language (EAL), including the use of translation services, translated materials and accessible communication methods. These approaches will aim to build confidence, develop shared understanding and strengthen collaboration between home and school, ensuring parents are active partners in supporting positive outcomes for their children. | Universal and Targeted | |
| Reviewed pupil outcomes and identified speech, language and communication needs as a contributing factor to attainment gaps. Implemented the WellComm screening and intervention programme to support the early identification of need, inform targeted interventions and strengthen classroom adaptations. Through the Experts at Hand model, staff can access specialist advice and support following referral, enabling a graduated approach to provision, enhancing classroom practice and ensuring interventions are appropriately matched to pupils' needs, thereby improving access to the curriculum and supporting progress for affected pupils. | 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 |
|---|---|
| **Pupils with increasingly complex needs are successfully supported within the mainstream classroom through adaptive teaching, reasonable adjustments and targeted intervention.** | • Provision is responsive to pupils' changing needs<br>• Pupils with SEND demonstrate positive engagement with learning<br>• Support plans are implemented consistently<br>• SENDCo and SLT monitoring evidences effective classroom adaptations and graduated responses. |
| **Staff confidence and expertise in inclusive practice continues to develop, resulting in more consistent implementation of adaptive teaching and evidence-informed approaches.** | • Staff demonstrate increased confidence in meeting a diverse range of needs<br>• Adaptive teaching approaches are evident through monitoring and learning walks<br>• Autism Accreditation milestones are achieved<br>• Training impacts positively on classroom practice. |
| **Specialist resources and intervention programmes are used effectively to improve access to learning and participation.** | • Reading Plus, Widgit, Nessy and other specialist resources are implemented consistently<br>• Targeted pupils demonstrate improved engagement, curriculum access and progress<br>• Intervention outcomes are reviewed and inform future provision. |
| **Strong partnerships between home and school support improved engagement and outcomes for pupils.** | • Increased parental participation in Stay and Play sessions, Learn With Me events and workshops<br>• Improved engagement from families of pupils with SEND and EAL<br>• Parent feedback demonstrates increased confidence in supporting learning at home |

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|---|---|
| | • Communication with families is accessible and effective. |
| **Speech, language and communication needs are effectively supported, reducing their impact on learning and attainment.** | • WellComm screening and intervention programmes are implemented consistently<br>• Pupils identified with SLCN make measurable progress against intervention targets<br>• Staff utilise advice from the Experts at Hand model to inform classroom practice<br>• Pupils demonstrate improved communication skills, curriculum access and participation in learning. |

## Review of the previous academic year

*From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.*

*You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.*

*To support this, you should use:*

- *Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.*