Inclusion Strategy – Greenacres Primary Academy

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	Dec 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Katie Thornton

Statement of intent

At **Greenacres Primary Academy**, we believe that every child should feel valued, included and able to succeed. Our vision is to create a school where all pupils, including those with Special Educational Needs and Disabilities and other additional needs, have equitable access to learning, opportunities and support that enables them to thrive academically, socially and emotionally.

Our ultimate objective is that every pupil develops the knowledge, skills and confidence to achieve their full potential and leaves our school feeling successful, respected and prepared for the next stage of their education.

Our Inclusion Strategy supports this vision by ensuring that barriers to learning are identified and addressed early, high-quality teaching is available to all pupils, and support is tailored to meet individual needs. We work closely with pupils, families, staff and external professionals to provide the right support at the right time, promoting positive outcomes for every child.

The strategy is underpinned by seven key principles of inclusion:

- **Belonging** – every child is welcomed, valued and included in all aspects of school life.
- **High Expectations** – all pupils are encouraged and supported to achieve ambitious goals.

- **Early Identification** – needs are recognised and addressed as soon as possible.
- **Participation** – all pupils can access learning, enrichment activities and opportunities to contribute.
- **Partnership** – strong relationships with families and external agencies help secure the best outcomes.
- **Responsive Practice** – teaching and support are adapted to meet individual needs.
- **Continuous Improvement** – we review our provision regularly and use feedback to strengthen inclusive practice.

Families and the wider school community have played an important role in developing this strategy. Through parent discussions, pupil voice activities, SEND reviews, staff consultation and governor involvement, we have listened carefully to the experiences and aspirations of our community. This collaborative approach helps ensure that our provision reflects the needs of our pupils and families.

Inclusion is everyone's responsibility. By working together, we will continue to build a school community where every child belongs, every voice is heard and every learner is empowered to succeed.

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	An increased number of children presenting with cognition and learning difficulties, including dyslexia, dyscalculia and processing difficulties.
2	Identification of SEMH needs and possible undiagnosed neurodivergence is often happening later than it should, typically only after behaviour incidents have already occurred. This contributes to a small but rising number of suspensions concentrated among a group of around 5 students.
3	A significant minority of students enter Year 3 with a reading age below their chronological age, which restricts access to the wider curriculum, particularly in humanities and science where reading demand is high. This has a knock-on effect on confidence and engagement across Key Stage 2.
4	We have an increasing number of children with communication and interaction needs, including speech, language and communication difficulties and autism.

5	We now have a number of children presenting with social, emotional and mental health (SEMH) needs, including anxiety, attachment difficulties and emotional regulation challenges.

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** (*whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)* ***£11,926 IMF***
Barrier 1) An increased number of children presenting with cognition and learning difficulties, including dyslexia, dyscalculia and processing difficulties. **Activity: *Develop a Cognition and Learning Pathway through early identification, adaptive teaching and targeted intervention.*** □ Screening and assessment for literacy, numeracy and processing difficulties. □ SENDCo-led pupil progress reviews to identify needs early. □ Staff training on dyslexia-friendly and dyscalculia-aware teaching approaches. □ Implementation of EEF "Five-a-Day" adaptive teaching strategies. □ Evidence-informed interventions for reading fluency, comprehension, spelling and maths number sense. □ Regular assessment and monitoring of pupil progress. □ Structured use of teaching assistants to deliver targeted interventions.	Universal provision strengthened through staff training and adaptive teaching, complemented by targeted intervention for pupils with identified cognition and learning difficulties.	High-quality training for staff **£1662**

Barrier 2) Identification of SEMH needs and possible undiagnosed neurodivergence is often happening later than it should, typically only after behaviour incidents have already occurred. This contributes to a small but rising number of suspensions concentrated among a group of around 5 students. **Activity:** ***Develop an Early Identification and SEMH Support Pathway.*** **Universal Support** • Whole-school training on SEMH, trauma-informed practice and neurodiversity. • Introduction of SEMH and wellbeing screening tools. • Regular inclusion meetings to identify emerging concerns. • Staff training to recognise early indicators of autism, ADHD, anxiety and attachment needs. • Consistent use of relational and restorative approaches. • Strengthening pupil voice and belonging through check-ins and mentoring. **Targeted Support** • Early intervention plans for identified pupils. • Pastoral mentoring for pupils at risk of suspension. • Small-group emotional literacy and social skills programmes. • Individual regulation plans and reasonable adjustments. • Parent support and signposting to external services.	Universal provision will be strengthened through staff training, early identification processes and trauma-informed practice. Targeted support will be provided for pupils presenting with SEMH needs or suspected neurodivergence through mentoring, pastoral interventions and personalised support plans	Counsellor **£1700**

• Multi-agency referrals where appropriate.		
Barrier 3) A significant minority of students enter Year 3 with a reading age below their chronological age, which restricts access to the wider curriculum, particularly in humanities and science where reading demand is high. This has a knock-on effect on confidence and engagement across Key Stage 2. **Activity:** Develop a KS2 Reading Access and Fluency Strategy This approach focuses on improving reading fluency, comprehension and vocabulary so pupils can successfully access the wider curriculum. The EEF recommends high-quality teaching supported by targeted interventions for pupils who need additional support. **Universal Support** • Whole-class reading strategies to develop fluency and comprehension. • Explicit vocabulary instruction across all curriculum subjects. • Staff training on disciplinary literacy and reading across the curriculum. • Adaptation of curriculum materials to improve accessibility. • Use of scaffolding, pre-teaching and reading supports within lessons. • Regular assessment of reading fluency and comprehension. **Targeted Support** • Reading fluency intervention for pupils below age-related expectations.	Universal provision will be strengthened through a whole-school approach to reading across the curriculum, including explicit vocabulary instruction and adaptive teaching. Targeted interventions will be provided for pupils whose reading age is below their chronological age to accelerate progress and improve access to the wider curriculum.	Reading strategies **£2000**

• Small-group comprehension programmes. • Structured reading mentoring and guided reading support. • Additional phonics or decoding support where required. • Targeted vocabulary interventions for pupils with identified gaps. • Teaching assistant-led evidence-informed reading interventions.		
Barrier 4) We have an increasing number of children with communication and interaction needs, including speech, language and communication difficulties and autism. **Activity:** ***Develop a Whole-School Communication and Interaction Support Pathway*** This approach focuses on improving staff understanding, creating communication-friendly classrooms and providing targeted support for pupils with speech, language, communication and interaction needs. This aligns with the EEF recommendations to build a holistic understanding of pupils' needs, ensure access to high-quality teaching and provide carefully selected targeted support where necessary. **Universal Support** • Whole-school training on speech, language and communication needs (SLCN) and autism. • Development of communication-friendly classrooms, including visual supports, structured routines and clear language. • Use of consistent communication strategies across the school.	Universal provision will be strengthened through the development of communication-friendly classrooms, staff training and inclusive teaching approaches. Targeted support will be provided for pupils with identified speech, language, communication and interaction needs through evidence-informed interventions and personalised support plans.	High-quality staff training **£1662** Speech and Language therapist **£1500**

• Adaptation of teaching and learning resources to improve accessibility. • Staff training on sensory differences and neurodiversity. • Improved transition arrangements and predictable, calm SEMH-friendly classroom environments. **Targeted Support** • Small-group language and communication interventions. • Social communication and friendship groups. • Targeted speech and language programmes. • Individual communication profiles and pupil passports. • Sensory support plans and reasonable adjustments. • Enhanced home-school communication and parental workshops. • Collaboration with Speech and Language Therapy and other external agencies.		
Barrier 5) We now have a number of children presenting with social, emotional and mental health (SEMH) needs, including anxiety, attachment difficulties and emotional regulation challenges. **Activity:** ***Develop a Whole-School SEMH and Emotional Wellbeing Strategy.*** This approach focuses on creating a nurturing, trauma-informed and emotionally supportive environment, whilst providing targeted interventions for pupils experiencing SEMH difficulties. It aligns with the EEF guidance on creating a positive and supportive environment, understanding pupils' needs, and	Universal provision will be strengthened through a whole-school approach to emotional wellbeing, attachment-aware practice and emotional regulation. Targeted support will be provided for pupils with identified SEMH needs through mentoring,	Work on improving classroom spaces and breakout spaces **£2845** ELSA-trained adult and resources **£695** (training) **£200** (resources) Other high-quality staff training **£1662**

complementing high-quality teaching with targeted support. **Universal Support** • Whole-school training on SEMH, attachment awareness and trauma-informed practice. • Consistent relational approaches to behaviour and inclusion. • Explicit teaching of emotional literacy, self-regulation and wellbeing through the curriculum. • Wellbeing check-ins and pupil voice opportunities. • Development of safe spaces and emotionally supportive classroom environments. • Consistent use of regulation strategies across the school. • Strengthened transition arrangements and pastoral support. **Targeted Support** • Emotional literacy and nurture interventions. • Individual emotional regulation plans. • Mentoring and trusted adult programmes. • Small-group support for anxiety, self-esteem and social skills. • Therapeutic-informed interventions where appropriate. • Enhanced family support and signposting. • Multi-agency collaboration for pupils with more complex SEMH needs.	nurture provision, emotional literacy interventions and personalised support plans.	

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
Barrier 1: Pupils with cognition and learning needs are identified early, receive appropriate support and make strong progress from their starting points. They develop confidence as learners, access the curriculum successfully and achieve outcomes that reflect their individual potential.	• Pupils' needs are identified earlier. • Reading, writing and maths progress improves from individual starting points. • Attainment gaps narrow. • Pupil confidence and independence increase. • Teachers demonstrate consistent use of adaptive teaching strategies. • More pupils successfully access age-related learning within the classroom.
Barrier 2: Pupils' needs are identified and understood at an earlier stage, resulting in more timely support and intervention. Pupils demonstrate improved emotional regulation, engagement and wellbeing, leading to a reduction in behaviour incidents, suspensions and exclusions.	• Staff confidently identify early indicators of SEMH needs and possible neurodivergence. •Concerns are identified and acted upon before behaviour reaches crisis point. • The number of pupils requiring suspension reduces from the current baseline. • Behaviour incidents among the identified cohort decrease over time. • Pupils demonstrate improved emotional regulation and use appropriate support strategies independently. • Attendance and engagement improve for pupils receiving SEMH support. • Pupil voice demonstrates that pupils feel safe, understood and supported in school. • Parents and carers report increased confidence in the support provided by the school. • A greater proportion of pupils with SEMH and neurodivergent needs remain successfully included within mainstream learning. • Referrals to external agencies are timely, evidence-based and informed by robust school assessment processes.
Barrier 3: Pupils develop reading fluency, comprehension and vocabulary that enable them to access the full curriculum	• Reading ages improve for identified pupils and the gap between reading age and chronological age narrows over time.

confidently. Reading ages improve over time, gaps diminish, and pupils demonstrate greater engagement, independence and achievement across all subjects.	• An increasing proportion of pupils meet or exceed age-related expectations in reading. • Pupils demonstrate improved reading fluency, comprehension and vocabulary. • Pupils access age-appropriate texts more independently across humanities, science and the wider curriculum. • Pupil confidence and engagement in reading and curriculum learning increase, as evidenced through pupil voice. • Work scrutiny demonstrates improved ability to understand and respond to written tasks across subjects. • Attainment and progress improve across the wider curriculum as reading barriers are reduced. • The attainment gap between pupils with low reading ages and their peers narrows over time. • Teachers consistently implement evidence-informed reading and vocabulary strategies across the curriculum. • Parents report increased confidence and engagement with reading at home.
Barrier 4: Pupils with communication and interaction needs are able to communicate effectively, participate fully in learning and develop positive relationships with peers and adults. They feel understood, included and able to engage successfully in all aspects of school life.	• Communication and interaction needs are identified at the earliest opportunity and appropriate support is implemented promptly. • Staff demonstrate increased confidence in adapting communication, learning environments and teaching approaches to meet pupils' needs. • Pupils show improved expressive and receptive language skills from their individual starting points. • Pupils participate more confidently in classroom discussion, group work and wider school activities. • Pupil voice demonstrates that children feel understood, included and able to communicate their needs effectively. • Pupils develop and maintain positive relationships with peers and adults. • Incidents linked to communication frustrations or misunderstandings reduce over time. • Attendance, engagement and participation improve for pupils with communication and interaction needs.

	• Parents and carers report increased confidence, communication and engagement from their children. • Pupils with communication and interaction needs make strong progress and successfully access the mainstream curriculum.
Barrier 5: Pupils develop the skills, resilience and support networks needed to manage their emotions successfully. They feel safe, secure and part of the school community, leading to improved attendance, engagement, wellbeing and readiness to learn.	• Pupils demonstrate increased emotional literacy and are able to identify, express and regulate their emotions appropriately. • Pupils develop effective coping and self-regulation strategies to manage anxiety, frustration and other emotional challenges. • Pupil voice indicates that children feel safe, supported and valued within the school community. • Pupils develop positive relationships with trusted adults and peers. • Attendance improves for pupils with identified SEMH needs. • Engagement in learning and participation in school life increases. • Behaviour incidents linked to emotional dysregulation reduce over time. • Pupils show increased resilience and are able to recover more quickly from setbacks or periods of emotional distress. • Parents and carers report improvements in their child's emotional wellbeing, confidence and readiness to engage with school. • Pupils with SEMH needs make strong academic and personal progress because emotional barriers to learning have been reduced.

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.*

Further information (optional)

This is our Implementation Plan to match this strategy:

Greenacres Primary Academy Inclusion Strategy Funding Implementation Plan

Priority Barrier	Explore	Prepare	Deliver	Sustain
1	Analyse SEND data, attainment trends, intervention impact and referral patterns. Identify gaps in staff confidence and provision.	Train staff in adaptive teaching, dyslexia-friendly practice and reducing cognitive load. Establish screening and identification processes. Select evidence-informed interventions.	Implement cognition and learning pathway. Deliver targeted literacy and numeracy interventions. Monitor pupil progress termly through pupil progress meetings and SEND reviews.	Embed adaptive teaching strategies across all classrooms. Continue annual staff training and quality assurance. Review intervention effectiveness and adjust provision annually.
2.	Analyse behaviour, suspension, attendance and pastoral data. Review characteristics of pupils receiving suspensions. Consult pupils, families and staff.	Develop SEMH identification pathway. Train staff in trauma-informed practice, attachment awareness and recognising neurodivergence. Introduce screening and monitoring processes.	Implement regular inclusion reviews and early help pathways. Establish mentoring, emotional regulation support and targeted SEMH interventions. Strengthen multi-agency working.	Embed graduated response processes. Monitor behaviour and suspension data termly. Review impact of interventions and maintain staff development programme.
3.	Analyse reading age data, curriculum outcomes and pupil voice. Identify groups most affected. Review current reading provision.	Train staff in disciplinary literacy, reading fluency and vocabulary instruction. Identify pupils requiring targeted intervention. Develop curriculum adaptations.	Deliver reading fluency and comprehension interventions. Embed explicit vocabulary teaching across subjects. Monitor reading age progress and curriculum outcomes.	Establish reading assessment cycle. Continue staff development and curriculum review. Ensure literacy strategies remain embedded across all subjects.
4.	Review SEND and referral data. Seek feedback from families and staff. Audit classroom communication environments.	Provide staff training on autism, speech and language needs and communication-friendly practice. Develop communication support toolkit and classroom expectations.	Implement communication-friendly classrooms, visual support systems and targeted communication interventions. Develop pupil communication profiles and passports.	Monitor participation, engagement and outcomes for pupils with communication needs. Maintain staff expertise through coaching and refresher training.
5.	Analyse attendance, wellbeing, behaviour and safeguarding data. Gather pupil and family voice regarding wellbeing needs.	Develop whole-school wellbeing strategy. Train staff in attachment-aware and trauma-informed approaches. Establish pastoral and wellbeing support structures.	Deliver emotional literacy programmes, mentoring, nurture support and targeted interventions. Introduce consistent regulation approaches across school.	Review wellbeing indicators termly. Maintain coaching and support for staff. Embed emotional wellbeing within curriculum and school culture.