Inclusion Strategy – Broadlands Primary 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	2026-2029
Date this statement was published	December 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Catherine Willis

Statement of intent

At Broadlands Primary School, we believe that every child has the right to belong, participate, achieve and flourish. Inclusion is at the heart of our school community, and we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), have equitable access to learning, opportunities and support that enable them to reach their full potential.

Our aim is to create a school where differences are valued, strengths are celebrated, and barriers to learning are identified and removed as early as possible. We strive to ensure that every child feels safe, respected, listened to and empowered to succeed academically, socially and emotionally.

Our inclusion strategy is built upon high-quality teaching, adaptive practice and a graduated approach to identifying and meeting pupils' needs. Teachers, support staff and leaders work together to provide an ambitious and accessible curriculum through tailored teaching, targeted interventions, assistive resources and specialist support where required. Wherever possible, pupils learn alongside their peers in an inclusive classroom environment, supported by a culture of high expectations and belonging.

The seven principles of inclusion underpin all that we do. We maintain high aspirations for every pupil and recognise that all children can achieve with the right support. We place children and families at the centre of decision-making, valuing their voices and

working in partnership to agree meaningful outcomes. We identify needs early and provide timely support through a graduated approach. We promote participation in all aspects of school life, ensuring equitable access to learning, enrichment opportunities and the wider curriculum. We celebrate diversity and foster a culture of belonging where differences are respected and valued. Finally, we regularly review the impact of our provision and continually develop our practice to ensure that inclusion remains at the heart of our school community.

Partnership is fundamental to our inclusive ethos. Our inclusion strategy has been shaped through ongoing collaboration with pupils, families, governors, staff and a wide range of external professionals, including educational psychologists, speech and language therapists, occupational therapists, health services and local authority teams. Together, we review progress, celebrate success and continually refine our provision to meet the changing needs of our community.

Through a shared commitment to inclusion, Broadlands Primary School aims to nurture confident, resilient and independent learners who feel valued for who they are and prepared for the next stage of their lives. We believe that inclusion is not a separate aspect of school life; it is the foundation upon which our school community is built.

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	*Communication and language at entry point –A significant number of children enter EYFS with underdeveloped speech, language and communication skills, including limited vocabulary, difficulty expressing needs, weaker listening and attention skills, and reduced confidence in interacting with adults and peers. This creates barriers to accessing early literacy, social development, play-based learning and the wider curriculum.*
2	*Attendance and persistent absence: Some pupils experience low attendance or patterns of persistent absence, which reduces their access to high-quality teaching, routines, relationships and wider participation in school life. This can particularly affect pupils who are already working below age-related expectations or who need consistent reinforcement, intervention and adult support to make progress.*

3	*A significant proportion of pupils have social, emotional and trauma-related needs which can hinder concentration, behaviour and learning progress. The need for therapeutic and SEMH support is sustained and sometimes increasing.*
4	*Access to the curriculum from low starting points: Some pupils, including those with SEND, have gaps in prior learning or are working below age-related expectations. Without effective adaptation, scaffolding and targeted intervention, these gaps can widen over time and reduce confidence, independence and participation.*

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)*
ELSA training for support staff to develop the emotional literacy of our children who are experiencing SEMH difficulties.	Targeted	£500 per adult x 2 Total = £1000
A range of high-quality resources to support the SEMH needs of our pupils including but not limited to: Sensory circuits, regulation stations, neurodiverse books.	Targeted	£2,400
A range of prizes for our attendance initiative to remove the barrier to learning and encourage an improved attendance to school.	Universal	£1,000 for attendance initiatives
A structured CPD programme for Early years staff to improve the communication and language interventions and strategies available. These include but are not limited to: POPAT, Signalong and WIDGIT.	Targeted	£2,000
Strengthen universal high-quality adaptive teaching by delivering a year-long CPD and coaching programme for all teachers focused on effective instruction, inclusive classroom practice	Universal	£4000 per year – staff CPD and delivery of interventions

(differentiation, scaffolding, metacognitive strategies)		

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
To improve children's emotional literacy to be able to articulate their feelings at times of dysregulation.	• Children will recognise emotions: Identify and name a range of emotions, such as happy, sad, angry, frustrated, worried and overwhelmed. • Understand feelings: Begin to recognise what different emotions feel like and identify possible triggers. • Express emotions: Use words, visuals, emotion cards or communication tools to express how they are feeling. • Communicate during dysregulation: Begin to communicate their feelings and needs during challenging moments, rather than relying solely on behaviours. • Identify strategies: Recognise and choose appropriate strategies to help regulate their emotions, such as breathing, taking a break or accessing a safe space. • Develop independence: Gradually become more confident in identifying and expressing their emotions with reduced adult prompting.
Attendance Initiatives	• Reduced rate of persistent absences by 20% • Improved whole school attendance (in line with or better than national) • Improved attendance of pupil groups such as SEND and Pupil Premium – better than national

Speech and Language CPD programme for Early Years	• Robust assessment systems accurately identify pupils with speech and language needs. • Evidence-based interventions are delivered with high fidelity by trained staff. • Pupils receiving intervention make substantial gains in vocabulary, expressive language, receptive language and communication confidence. • Gaps between pupils with identified language difficulties and their peers diminish over time. • Improved communication skills enable pupils to participate successfully in phonics, early reading, writing and wider curriculum learning. • Leaders use assessment information effectively to evaluate impact and adapt provision. • Parents and carers contribute actively to children's speech and language development. • Reception pupils / and wider pupils where relevant leave the year with strong communication foundations that prepare them well for Year 1 learning / their current class learning.

Review of the previous academic year

The review will be published in September 2027.

Further information (optional)

Use this space to provide any additional information you think necessary to help others understand your strategy.