

# Kettlefields Primary School

## Inclusion Strategy 2026–2027

---

*“Every child belongs, every child achieves, every child thrives.”*

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                              | July 26  |
| Date on which it will be reviewed                              | July 27  |
| Statement authorised by                                        | A Gadsby |

### Statement of intent

At Kettlefields Primary School, we believe every child has the right to feel safe, valued, respected and included. We are committed to removing barriers to learning so that every child can achieve their full potential academically, socially and emotionally. Through high-quality teaching, strong relationships, effective partnerships with families and a nurturing therapeutic approach, we strive to create an environment where every child develops confidence, resilience and independence. Our aim is not simply to provide support but to equip children with the skills, strategies, language and confidence to become successful, independent learners. We recognise that belonging, readiness to learn, communication and emotional regulation are closely connected to achievement.

At Kettlefields Primary School, our approach to inclusion is underpinned by seven key principles:

1. **Ambitious leadership** ensures that inclusion remains central to whole-school improvement, with leaders and governors maintaining high expectations for every child and monitoring the impact of inclusive practice.
2. **Early identification** enables us to recognise and respond to emerging needs through careful observation, assessment, pupil progress discussions and the APDR process, alongside close collaboration with families and external professionals.

3. **Adaptive teaching** is our first response to need; high-quality classroom practice, explicit vocabulary and oracy, appropriate scaffolding and thoughtful adaptations enable pupils to access learning and experience success.
4. **Belonging and wellbeing** are fundamental to our ethos. Every child should feel known, valued, safe and an important part of our school community, with Therapeutic Thinking, positive relationships, readiness to learn, self-esteem and wellbeing underpinning our practice.
5. Through **inclusive environments**, we seek to anticipate and remove barriers rather than expecting children to overcome them. Sensory Circuits, regulation spaces, visual supports and adaptive resources support regulation, reduce overstimulation and promote access and independence.
6. Strong **partnerships** with families and professionals ensure that we develop a shared understanding of each child. APDR meetings, ongoing informal communication and accessible information and support, including our SEND Padlet, enable families to be active partners in their child's education.
7. Finally, **preparation for the future** ensures that inclusion is not only about enabling children to succeed today. We intentionally develop communication, independence, resilience, confidence and self-regulation so that every child is increasingly equipped to thrive as they move through school and into their next stage of learning and life.

Strong **partnerships with families and our wider school community** are central to our inclusive approach. We recognise parents and carers as those who know their children best and value their knowledge, experiences and perspectives. Families of pupils with SEND are invited to regular APDR reviews, providing structured opportunities to discuss progress, priorities, provision and next steps together. We also recognise that effective partnership happens beyond formal meetings. Our SENDCo is highly visible and accessible within the school community, including regularly being available at the school gate, enabling families to raise questions, share successes or concerns and have informal conversations as needs arise. Through these ongoing relationships, conversations and feedback, the experiences of our families inform the continued development of inclusive practice across the school. We recognise that meaningful engagement is an ongoing process and are committed to developing further opportunities for pupil, parent and community voice to shape our approach to inclusion.

Our governing body plays an important role in our inclusive community and provides both support and appropriate challenge. SEND is strongly represented within governance, with lived experience from governors who are parents of children with SEND within our school, alongside professional SEND expertise, including a Chair of Governors who has previously worked as a SENDCo. This breadth of experience brings valuable insight and understanding, strengthens accountability and creates meaningful opportunities for perspectives and ideas to be shared. It ensures that inclusion is considered not only from a strategic school perspective, but through the experiences of children and families themselves, helping to inform the continued development of inclusive practice at Kettlefields.

## 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 barriers to learning                                                                                                                                                                                                                                                                                                                                                               |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Attendance</b><br>Lower attendance and persistent absence can create gaps in learning, reduce confidence and weaken a pupil's sense of belonging. Early identification, strong family relationships and targeted support are important in improving attendance and helping pupils reconnect successfully with learning.                                                                   |
| 2 | <b>Readiness to learn</b><br>Some pupils require additional support to become emotionally, physically and cognitively ready to learn, particularly at the start of the day and following transitions. Predictable routines, nurturing relationships, breakfast provision, sensory regulation and appropriate adult support can help pupils settle and engage.                                |
| 3 | <b>Ability to play/work with others including lack of empathy and awareness of others feelings</b><br>A growing number of pupils benefit from explicit teaching of social communication, cooperation, empathy, turn-taking, conflict resolution and emotional literacy. Structured collaborative opportunities can strengthen relationships and improve participation in classroom learning. |
| 4 | <b>Over stimulation</b><br>Busy, noisy or unpredictable environments can contribute to anxiety, withdrawal, inattentiveness or dysregulation. Calm, predictable environments, sensory circuits, regulation spaces and appropriate sensory tools can improve access to learning for identified pupils and the wider school community.                                                         |
| 5 | <b>Low self-esteem and self-worth</b><br>Some pupils lack confidence, fear failure or rely heavily on adult reassurance. Strong relationships, carefully scaffolded success, recognition of effort, pupil voice and opportunities to develop independence are central to building resilience and self-belief.                                                                                |

|   |                                                                                                                                                                                                                                                                                                                                                                          |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6 | <p><b>Poor phonics, decoding, fluency and comprehension skills</b></p> <p>Some pupils require additional support to secure foundational reading skills. Difficulties with reading can affect access across the curriculum, confidence and independence, making early identification, high-quality teaching and evidence-informed intervention a continuing priority.</p> |
| 7 | <p><b>Oracy</b></p> <p>Speech, language and communication difficulties can affect vocabulary, understanding, emotional expression, social interaction and access to the curriculum. A deliberate whole-school focus on spoken language, listening, vocabulary and structured talk supports both academic learning and inclusion.</p>                                     |

## Strategic Summary

Across these barriers, several common themes emerge:

- Increasing complexity of pupil need, particularly relating to social, emotional and mental health.
- Greater variability in children's readiness for learning and resilience.
- The importance of early identification and graduated support.
- Strong partnerships with parents, carers and external agencies are essential.
- Inclusive classroom practice and adaptive teaching benefit all learners, not only those with identified additional needs.
- High expectations, alongside appropriate support and reasonable adjustments, enable every pupil to achieve their potential.
- Wellbeing, belonging and positive relationships remain the foundation for successful learning and inclusion.

These observations provide a rationale for a proactive, whole-school inclusion strategy that addresses barriers before they become entrenched and ensures every child is able to participate, achieve and thrive.

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Activity type   | Total budgeted cost |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------|
| <p><b>Breakfast club</b></p> <p>Barriers addressed: Attendance, readiness to learn, low self-esteem, self-worth, the ability to play/work with others and oracy.</p> <p>How this provision supports inclusion:</p> <p>A well-structured breakfast club provides children with a calm, consistent and nurturing start to the school day. It helps establish routines, reduces anxiety around school entry and ensures pupils begin learning well-fed and emotionally regulated.</p> <p>For some pupils, breakfast clubs remove practical barriers to attendance by encouraging punctuality and reducing lateness. Informal social opportunities allow children to develop friendships, practise conversation and build confidence before lessons begin. The relaxed environment also provides opportunities for staff to identify pupils who may need additional emotional support.</p> <p>Evidence base:</p> <p>Research by the Education Endowment Foundation (EEF) suggests that breakfast clubs can improve attendance, punctuality and readiness to learn, particularly for disadvantaged pupils. Studies have also demonstrated positive effects on behaviour, concentration and academic outcomes, with improvements equivalent to approximately two months'</p> | <i>Targeted</i> | £5 /child/day       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                 |                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------|
| additional progress in reading and mathematics over the course of a year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                 |                                                                                               |
| <p><b>Sensory Circuits</b></p> <p>Barriers addressed: Readiness to learn, overstimulation, ability to regulate emotions and low self-esteem.</p> <p>How this provision supports inclusion:</p> <p>Sensory Circuits consist of a structured sequence of alerting, organising and calming activities designed by occupational therapists. They help pupils regulate their sensory systems before entering the classroom, improving concentration and reducing dysregulation.</p> <p>Children who experience sensory processing differences, ADHD, autism or anxiety often benefit from movement breaks that prepare the brain for learning. Regular participation can reduce disruptive behaviour, increase attention and improve emotional regulation.</p> <p>Evidence base:</p> <p>Sensory Circuits are based on principles of Sensory Integration Theory developed by occupational therapist Dr A. Jean Ayres. While research into individual programmes continues to develop, there is growing evidence that sensory-based interventions can improve self-regulation, classroom engagement and participation when delivered appropriately as part of a wider graduated response.</p> <p>The Royal College of Occupational Therapists also recognises sensory-based approaches as valuable tools for supporting participation in education.</p> | <i>Targeted</i> | <p>Resources for Sensory Circuit £300.</p> <p>2 x TA time for 30 minutes a day. (£22/day)</p> |
| <p><b>Construction Club</b></p> <p>Barriers addressed: Ability to play/work with others, empathy and social awareness, oracy, low self-esteem and readiness to learn.</p> <p>How this provision supports inclusion:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <i>Targeted</i> | <p>2 x TA time 30 minutes/week (£22/week)</p>                                                 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                        |                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------------------------------------------------------------------------------------------------------|
| <p>Construction Club provides a structured environment where pupils collaborate on shared tasks using resources such as LEGO®, K'NEX or other construction materials. Through cooperative play, pupils practise communication, turn-taking, negotiation, problem-solving and conflict resolution.</p> <p>Many pupils who find social situations challenging benefit from the predictable and motivating nature of construction activities. Success within the club also builds confidence and resilience while promoting positive peer relationships.</p> <p>Evidence base:</p> <p>Construction-based social interventions, including LEGO®-Based Therapy, have been shown to improve social communication, joint attention and collaborative skills, particularly for autistic pupils but also more widely.</p> <p>Research by LeGoff et al. (2014) and subsequent studies demonstrate improvements in communication, social competence and engagement. Collaborative play is also strongly supported by developmental psychology research as an effective means of developing executive function and social-emotional skills.</p> |                        |                                                                                                          |
| <p><b>FFT Lightning Squad reading intervention</b></p> <p>Barriers addressed: Poor phonics, decoding, reading fluency, reading comprehension, low self-esteem and readiness to learn</p> <p>How this provision supports inclusion:</p> <p>FFT Lightning Squad is an evidence-informed digital reading intervention designed for pupils requiring additional support with decoding, fluency and comprehension.</p> <p>The programme combines targeted reading practice, peer support and regular teacher monitoring. Daily short sessions provide repeated opportunities to develop automatic word recognition, improve reading fluency and increase reading confidence.</p> <p>Improved reading ability enables pupils to access the wider curriculum more successfully,</p>                                                                                                                                                                                                                                                                                                                                                        | <p><i>Targeted</i></p> | <p>Subscription to FFT<br/>£510 for 3 years.</p> <p>TA time 3 x 30 minutes<br/>a week. (£66/week/TA)</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                         |                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------------------------|
| <p>reducing one of the most significant barriers to learning.</p> <p>Evidence base:</p> <p>FFT Lightning Squad has been independently evaluated through the Education Endowment Foundation. Findings indicate positive improvements in reading attainment, particularly for pupils requiring additional literacy support. Regular, structured reading practice is also supported by extensive literacy research as one of the most effective approaches for improving reading outcomes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                         |                                            |
| <p><b>Forest School</b></p> <p>Barriers addressed: Readiness to learn, ability to work with others, low self-esteem, overstimulation, oracy and attendance.</p> <p>How this provision supports inclusion:</p> <p>Forest School provides child-centred, regular learning experiences in natural environments. Sessions encourage exploration, managed risk-taking, problem-solving and collaborative learning while supporting emotional wellbeing.</p> <p>The outdoor environment often reduces sensory overload experienced within busy classrooms and offers alternative ways for pupils to succeed. Forest School also develops communication, resilience, independence and teamwork.</p> <p>Children frequently demonstrate increased confidence, improved behaviour and greater engagement following sustained participation.</p> <p>Evidence base:</p> <p>Research from the Forest School Association, universities and outdoor learning studies consistently reports improvements in wellbeing, resilience, self-confidence, motivation and social skills.</p> <p>Natural England's review of outdoor learning also highlights positive impacts on behaviour, engagement and mental health. Although academic gains are often indirect, improved</p> | <p><i>universal</i></p> | <p>2 TAs x 2 hours/week<br/>(£88/week)</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                 |                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------|
| emotional regulation and engagement contribute positively to learning outcomes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                 |                |
| <p><b>Sensory Room</b></p> <p>Barriers addressed: Overstimulation, readiness to learn, emotional regulation, low self-esteem and ability to engage in learning.</p> <p>How this provision supports inclusion:</p> <p>A sensory room provides a safe, calming environment where pupils can regulate their emotions and sensory needs before returning to learning.</p> <p>Appropriately used, sensory rooms reduce anxiety, prevent emotional escalation and support pupils who experience sensory overload. They are particularly beneficial for pupils with autism, ADHD, SEMH needs or sensory processing differences but can also support any child experiencing temporary dysregulation.</p> <p>Sessions are carefully structured and adult-led to ensure pupils develop self-regulation strategies rather than becoming dependent upon the space.</p> <p>Evidence base:</p> <p>Although research on sensory rooms is mixed, studies indicate positive effects on reducing anxiety, improving emotional regulation and increasing engagement when sensory rooms are used purposefully within wider therapeutic and educational support.</p> <p>The strongest evidence supports sensory rooms being used alongside individual regulation plans and evidence-informed sensory strategies recommended by occupational therapists.</p> | <i>Targeted</i> | Resources £500 |
| <p><b>Oracy</b></p> <p>Barriers Addressed: Attendance, readiness to learn, social interaction, overstimulation and emotional regulation, low self-esteem and self-worth, poor reading and literacy skills.</p> <p>How Oracy Provision Supports Inclusion</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Universal       | CPD for staff  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------|
| <p>Creates a highly inclusive classroom culture where all pupils have a voice and are actively encouraged to participate.</p> <p>Develops explicit vocabulary, sentence structure and communication skills, improving access to the whole curriculum.</p> <p>Supports emotional regulation and self-advocacy, enabling pupils to express needs appropriately and reduce escalation.</p> <p>Builds positive relationships, empathy and collaboration through structured talk, discussion and listening activities.</p> <p>Increases confidence and self-esteem by providing regular, supported opportunities for successful communication.</p> <p>Improves reading and writing outcomes by strengthening the oral foundations of language, comprehension and expression.</p> <p>Enhances engagement and belonging, contributing to improved attendance and participation in school life.</p> <p>Ensures equity of access, particularly for pupils with SEND, disadvantaged backgrounds or language delay, through scaffolded talk opportunities and targeted support.</p> <p>Evidence Base for Oracy</p> <p>A strong body of research supports the impact of high-quality oral language development:</p> <p>The Education Endowment Foundation (EEF) identifies oral language interventions as having an average impact of approximately +6 months' additional progress, particularly for disadvantaged pupils.</p> <p>The Voice 21 Oracy Framework demonstrates that effective oracy development includes physical, linguistic, cognitive and social-emotional strands, all of which contribute to improved learning behaviours and outcomes.</p> |                 |                                                                                                 |
| <p><b>Sensory and therapeutic provision for an inclusive classroom</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Targeted</p> | <p>Resources such as:<br/>Balance and resistance resources, Wobble cushions, therapy balls,</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Evidence Base for provision</p> <ul style="list-style-type: none"> <li>• <b>EEF Guide to Inclusive Teaching (2026)</b> – supports strengthening universal provision and environments, with adaptations and additional support based on pupil need.</li> <li>• <b>EEF Special Educational Needs in Mainstream Schools</b> – emphasises high-quality teaching, understanding individual needs and evidence-informed approaches for pupils with SEND.</li> <li>• <b>EEF Community and Belonging guidance</b> – supports positive relationships, feeling safe and understood, and proactive approaches to behaviour.</li> <li>• <b>EEF Selecting Interventions for pupils with SEND</b> – particularly useful for justifying why sensory/therapeutic provision should be <b>targeted to an identified barrier and monitored for impact</b>, rather than simply offered because a child has SEND.</li> </ul>                            |                  | <p>ear defenders, fidget tools, Regulation resources, coloured overlays and reading rulers, sloping boards and pencil grips, writing supports, visual timetables and symbol resources, Now and Next boards, sand timers and visual prompts and vocabulary and oracy scaffolds.</p> <p>£500</p> |
| <p><b>Inclusion CPD for staff</b></p> <p><b>Barriers addressed:</b> Dysregulation, SEMH needs, difficulties with relationships and communication, reduced readiness to learn, behaviour that creates barriers to participation, and inconsistent adult responses. Develops a consistent whole-school approach in which staff understand behaviour in context, prioritise relationships, support regulation and enable repair and recovery.</p> <p><b>Evidence base:</b><br/> EEF <i>Improving Behaviour in Schools</i>; EEF <i>Social and Emotional Learning</i>; EEF Behaviour Interventions evidence review. Evidence supports positive relationships, understanding individual influences on behaviour, explicit development of social-emotional skills and consistent whole-school approaches. EEF evidence also highlights staff professional development as important in embedding approaches effectively and consistently.</p> | <p>Universal</p> | <p>Staff meeting time</p> <p>Train the trainer CPD for SLT (Therapeutic Thinking, recovery through relationships).</p> <p>£300</p>                                                                                                                                                             |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                 |      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------|
| <p><b>Grammasaurus</b></p> <p>Introduce whole school approach to spelling using Grammarsaurus, to support a morphological approach. To be accessed through small group interventions/ whole class teaching and home learning.</p> <p><b>Evidence base for a morphological approach:</b> Colenbrander et al. (2024); Bowers, Kirby &amp; Deacon (2010); Goodwin &amp; Ahn (2010, 2013); Liu, Groen &amp; Cain (2024). Research indicates that explicit morphological instruction can support spelling and wider literacy development and may be particularly valuable as part of a multi-component approach for pupils experiencing literacy difficulties.</p> | Universal (KS2) | £300 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------|

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Breakfast Club</b></p> <p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>Improved attendance, punctuality and engagement at the start of the school day.</li> <li>Pupils arrive calm, settled and ready to learn.</li> <li>Increased opportunities for social interaction and development of oracy skills.</li> <li>Improved wellbeing, confidence and sense of belonging.</li> <li>Reduction in anxiety associated with transitions into school.</li> </ul> | <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>Reduction in persistent absence and lateness for targeted pupils.</li> <li>Improved classroom engagement during morning lessons.</li> <li>Increased participation in classroom discussion and group activities.</li> <li>Positive pupil and parent feedback regarding wellbeing and school routines.</li> <li>Fewer behaviour incidents during the first part of the school day.</li> </ul> |
| <b>Sensory Circuits</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>• Pupils demonstrate improved sensory regulation and emotional self-control.</li> <li>• Increased readiness to learn following structured sensory activities.</li> <li>• Reduced anxiety and emotional dysregulation.</li> <li>• Improved concentration and sustained attention.</li> </ul>                                                                    | <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Reduction in dysregulation incidents recorded before morning learning.</li> <li>• Improved engagement in classroom learning immediately following sessions.</li> <li>• Pupils increasingly identify and use self-regulation strategies independently.</li> <li>• Teacher observations indicate improved focus and participation.</li> <li>• Reduction in behaviour incidents linked to sensory overload.</li> </ul> |
| <p><b>Construction Club</b></p> <p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>• Improved communication and oracy skills.</li> <li>• Development of teamwork, cooperation and problem-solving.</li> <li>• Increased empathy and understanding of others' perspectives.</li> <li>• Improved confidence in social situations.</li> <li>• Positive peer relationships are established and maintained.</li> </ul> | <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Pupils demonstrate improved turn-taking, listening and collaborative working.</li> <li>• Reduction in friendship and playground conflicts.</li> <li>• Increased participation in collaborative classroom learning.</li> <li>• Improved confidence when communicating with adults and peers.</li> <li>• Teacher observations show increased resilience and willingness to contribute.</li> </ul>                     |
| <p><b>FFT Lightning Squad Reading Intervention</b></p> <p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>• Improved phonics knowledge where appropriate.</li> <li>• Increased decoding accuracy and reading fluency.</li> <li>• Improved reading comprehension.</li> <li>• Increased confidence and enjoyment in reading.</li> </ul>                                                                             | <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Accelerated progress in reading assessments.</li> <li>• Improved reading fluency and accuracy measured through intervention data.</li> <li>• Increased reading confidence observed by staff.</li> <li>• Pupils demonstrate improved comprehension in classroom activities.</li> </ul>                                                                                                                               |

|                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Greater access to the wider curriculum.</li> </ul>                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Narrowing of attainment gaps for targeted pupils.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Forest School</b></p> <p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>• Improved emotional wellbeing and resilience.</li> <li>• Increased confidence and independence.</li> <li>• Development of teamwork, communication and oracy.</li> <li>• Improved emotional regulation and readiness for learning.</li> <li>• Increased engagement with learning across the curriculum.</li> </ul>                     | <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Pupils demonstrate increased resilience when faced with challenge.</li> <li>• Improved relationships with peers and adults.</li> <li>• Increased confidence to take appropriate risks and solve problems.</li> <li>• Teacher observations indicate improved engagement following Forest School sessions.</li> <li>• Pupil voice reflects increased enjoyment, confidence and wellbeing.</li> </ul> |
| <p><b>Sensory Room</b></p> <p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>• Pupils develop effective emotional regulation strategies.</li> <li>• Reduced impact of sensory overload on learning.</li> <li>• Increased readiness to return successfully to the classroom.</li> <li>• Improved wellbeing and emotional resilience.</li> <li>• Greater independence in recognising and managing emotions.</li> </ul> | <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Reduction in incidents of emotional escalation.</li> <li>• Pupils return to learning more quickly following use of the sensory room.</li> <li>• Increased independence in selecting appropriate regulation strategies.</li> <li>• Staff report improved engagement following sensory breaks.</li> <li>• Individual regulation plans demonstrate measurable progress over time.</li> </ul>          |
| <p><b>Oracy</b></p> <p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>• Pupils develop the confidence to express their ideas, opinions and feelings clearly and respectfully.</li> </ul>                                                                                                                                                                                                                             | <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Teacher observations show increased participation and confidence in whole-class discussions, paired talk and group work.</li> </ul>                                                                                                                                                                                                                                                                |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Pupils demonstrate improved speaking and listening skills across all areas of the curriculum.</li> <li>• Increased vocabulary enables pupils to communicate with greater precision and access age-appropriate learning.</li> <li>• Pupils become active listeners who can build on the ideas of others, ask relevant questions and engage in meaningful discussion.</li> <li>• Improved oracy supports progress in reading, writing and wider curriculum attainment.</li> <li>• Pupils develop greater empathy, confidence and social communication skills, enabling them to form and sustain positive relationships.</li> <li>• All pupils, including those with SEND and disadvantaged pupils, have equitable opportunities to participate in classroom talk and collaborative learning.</li> <li>• Oracy becomes embedded across the curriculum, supporting pupils to become confident communicators and preparing them for future education, employment and life.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils demonstrate improved use of subject-specific vocabulary and increasingly articulate their thinking using full sentences.</li> <li>• Pupils listen attentively, respond appropriately to others and demonstrate respect for different viewpoints.</li> <li>• Increased pupil confidence is evident through presentations, performances, debates and pupil leadership opportunities.</li> <li>• Improvements in speaking and listening contribute to accelerated progress in reading comprehension and writing.</li> <li>• Pupil voice indicates that children feel confident to contribute ideas and know that their opinions are valued.</li> <li>• Staff consistently plan and use high-quality talk opportunities, including structured discussion, questioning and vocabulary development, across all curriculum areas.</li> <li>• Monitoring shows that oracy is embedded within classroom practice through the use of agreed whole-school strategies and expectations.</li> <li>• Gaps in communication and language skills narrow over time, particularly for pupils identified as disadvantaged, SEND or at risk of underachievement.</li> </ul> |
| <p><b>Sensory and therapeutic provision for an inclusive classroom</b></p> <p><b>Intended Outcomes</b></p> <p>Classroom environments are increasingly inclusive and responsive to a range of sensory, emotional and regulation needs, reducing barriers to participation and learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Success Criteria</b></p> <p>Inclusive classroom environments provide appropriate access to visual, sensory and regulation supports according to identified pupil need.</p> <p>Learning walks demonstrate calm, purposeful environments in which adaptations are</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Pupils are better able to recognise their own regulation needs and, over time, develop increasing independence in selecting and using appropriate strategies.</p> <p>Sensory and therapeutic provision supports pupils to regulate, feel safe and become ready to engage or re-engage with learning.</p> <p>Pupils with SEND and additional needs are able to remain included within their classroom and wider school community wherever appropriate, with adaptations brought to the child rather than unnecessary removal from learning.</p> <p>Staff develop greater confidence in recognising sensory and regulation needs and in making appropriate, proportionate adaptations to classroom environments and routines.</p> <p>Provision supports a whole-school culture in which regulation and emotional wellbeing are understood as important foundations for learning, participation and belonging.</p> <p>Sensory and therapeutic approaches are purposeful and responsive to identified need rather than being used as a one-size-fits-all intervention.</p> | <p>embedded naturally within everyday classroom practice.</p> <p>Staff can explain the purpose of sensory and therapeutic resources and identify the barriers they are intended to address.</p> <p>Identified pupils increasingly recognise when they are becoming dysregulated and begin to use agreed strategies, with decreasing adult prompting where appropriate.</p> <p>Pupils are able to regulate and successfully return to learning following periods of dysregulation.</p> <p>Pupil voice demonstrates that children feel safe, supported, included and know where or who to go to when they need help.</p> <p>Identified pupils demonstrate improved engagement, participation and readiness to learn.</p> <p>Where appropriate, there is a reduction in time spent away from the classroom or learning because of dysregulation.</p> <p>Sensory and regulation strategies for pupils with identified needs are recorded, monitored and reviewed through the APDR process where appropriate.</p> <p>Staff observations, pupil voice and progress information are used to evaluate whether provision is reducing the identified barrier, with approaches adapted when they are not having the intended impact.</p> |
| <p><b>Inclusion CPD for staff</b></p> <p><b>Intended Outcomes</b></p> <p>Staff develop a shared, relational and therapeutic understanding of behaviour, recognising behaviour as communication and considering the individual needs and experiences that may sit beneath it.</p> <p>There is a consistent whole-school approach to supporting regulation, relationships and behaviour, with adults using preventative and restorative</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Success Criteria</b></p> <p>All relevant staff complete agreed Therapeutic Thinking and Recovery Through Relationships CPD.</p> <p>Staff voice demonstrates increased confidence in understanding and responding to dysregulation and distressed behaviour.</p> <p>Learning walks show consistent use of relational, preventative and regulation-supporting approaches across classrooms.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>approaches rather than relying solely on consequences.</p> <p>Staff feel increasingly confident in identifying triggers, reducing barriers and adapting their responses to meet individual pupil need.</p> <p>Positive, trusting relationships between pupils and adults are strengthened, supporting pupils to feel safe, understood and that they belong.</p> <p>Pupils are increasingly supported to recognise and regulate their emotions, recover following periods of dysregulation and successfully return to learning.</p> <p>Inclusive practice reduces the likelihood that pupils with SEND or SEMH needs are unnecessarily removed from learning or wider school experiences because of behaviour.</p> | <p>Staff language around behaviour increasingly reflects curiosity about need, triggers and barriers, rather than focusing solely on consequences.</p> <p>Individual approaches and reasonable adjustments are evident for pupils who require additional regulation or relational support.</p> <p>Pupils are supported to repair relationships and return successfully to learning following incidents.</p> <p>Pupil voice indicates that children know which adults can support them and feel safe, listened to and understood in school.</p> <p>Monitoring shows improved engagement and readiness to learn for identified pupils.</p> <p>Where appropriate, behaviour records demonstrate a reduction in repeated incidents, escalations and time spent away from learning.</p> <p>APDR reviews demonstrate that relational and regulation strategies are being implemented, reviewed and adapted according to their impact.</p> |
| <p><b>Grammarsaurus</b></p> <p><b>Intended Outcomes</b></p> <p>Pupils develop a stronger understanding of how words are constructed through explicit teaching of morphemes, root words, prefixes and suffixes.</p> <p>Pupils develop a wider range of strategies for spelling unfamiliar words, reducing reliance on visual memory or learning individual spellings by rote.</p> <p>Pupils make connections between related words and use their understanding of word meaning and structure to support spelling and vocabulary development.</p> <p>Pupils experiencing literacy difficulties, including those with SEND, have access to an explicit, structured and cumulative approach which complements their</p>  | <p><b>Success Criteria</b></p> <p>Grammarsaurus morphological spelling is implemented consistently within relevant year groups.</p> <p>Learning walks and book scrutiny demonstrate explicit teaching and revisiting of root words, prefixes, suffixes and word families.</p> <p>Pupils can explain how words are constructed and identify meaningful parts within increasingly complex words.</p> <p>Pupils increasingly use morphological knowledge alongside phonics when attempting unfamiliar spellings.</p> <p>Assessment demonstrates improved spelling accuracy and retention over time.</p>                                                                                                                                                                                                                                                                                                                                |

|                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>phonics knowledge and reduces barriers to spelling.</p> <p>Staff develop a consistent approach and shared language for the teaching of spelling across the school.</p> <p>Pupils become increasingly confident and independent when applying spelling strategies within their wider writing.</p> | <p>Pupils demonstrate greater transfer of taught spelling patterns and morphological knowledge into independent writing.</p> <p>Identified pupils with literacy difficulties demonstrate progress against individual spelling and literacy starting points.</p> <p>Pupil voice demonstrates increased confidence in spelling and an awareness of strategies they can use when they are unsure how to spell a word.</p> <p>Staff voice demonstrates increased confidence and consistency in teaching spelling through a morphological approach.</p> <p>Progress and impact are reviewed regularly, with additional intervention or adaptation provided where pupils are not making expected progress.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|