Inclusion Strategy

Inclusion Strategy – Sutton VA Primary School

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded by our core school budget (including the notional SEN budget) and the inclusive mainstream fund (IMF).

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026 - 28
Date this statement was published	July 2026
Date on which it will be reviewed	July 2028
Statement authorised by	Lucy Chapman, Head teacher

Statement of intent

At Sutton VA Primary School we are committed to inclusive practice which ensures every pupil, including those with special educational needs and disabilities (SEND) and those with additional needs, is respected, supported and able to thrive. Our aim is that all pupils access a broad, balanced and ambitious curriculum, participate fully in school life and develop the skills, confidence and independence to achieve their full potential and 'Shine as Lights in the World'.

Our inclusion strategy is built on early identification, high-quality classroom teaching and graduated, evidence-informed support. We prioritise a strong universal offer so that most needs are met through adaptive teaching and reasonable adjustments. Where pupils need further help, we provide targeted interventions and personalised approaches, using the plan–do–review cycle to evaluate impact and revise provision.

We allocate our core school budget, the notional SEN allocation and the Inclusive Mainstream Fund (IMF) to secure staffing, resources and professional development that strengthen inclusion. Resources are directed to improve access to learning, promote engagement and remove barriers to participation.

We apply the DfE's seven principles of inclusion by:

- Promoting participation: adapting teaching, resources and the environment so pupils engage fully in learning and wider school activities.
- Prioritising early identification and assessment: using formative and summative assessment, staff observations and parental insight to identify needs promptly.
- Providing graduated support: matching provision to need, measuring impact and adjusting approaches through plan–do–review cycles.
- Working collaboratively with families and partners: involving parents, carers and external professionals in planning and review.
- Developing staff expertise: investing in targeted CPD and specialist input to improve classroom practice.
- Monitoring outcomes and access: tracking attainment, progress, attendance and wellbeing to evaluate effectiveness and close gaps.
- Ensuring accountability and transparency: reporting to governors, publishing this statement and reviewing policy and practice annually.

This strategy was developed in consultation with staff, governors and families and will be reviewed at least annually. It should be read alongside our safeguarding, behaviour and attendance policies. This statement will be published on the school website and made available to parents and carers in accessible formats.

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.

Pupils at Sutton VA Primary School benefit from the Christian and Values based ethos. The impact of which is evident in their behaviour for learning, caring attitudes, improving resilience and determination. Families are very supportive, sharing our high expectations and ambition for all.

	Detail of barrier to learning
1	Speech, language and communication needs – in recognition of growing need in early years
2	Social, emotional and mental health (SEMH) needs — a small but growing cohort requiring targeted nurture support.
3	Accessibility and resources for physical needs

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**
Barrier 1 Speech, language and communication interventions – implementation of WellComm in EYFS and KS1	Universal screening in EYFS Targeted intervention	WellComm packaged provided free of charge by LA £3,000 TA hours SENDCo time; referrals to SALT
Barrier 2 SEMH nurture and wellbeing provision Description: Nurture group, emotional literacy provision, targeted pastoral support and staff CPD in trauma-informed approaches.	Targeted	Total budgeted cost: £2,500 (training, staff release, resources)
Barrier 3 Accessibility and resources for physical needs Minor site adaptations and specialist equipment; staff training in moving/handling if required.	Targeted	Total budgeted cost: £1.5000 (equipment/adaptations)

Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve **by the end of our inclusion strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Barrier 1 Pupils with speech, language and communication differences are recognised and addressed through targeted interventions and universal provision. Staff feel confident in the WellComm resources	Pupils' speech, language and communication differences are identified early. Provision is effectively matched to support pupils' needs and differences to enable them to make good progress from their starting point. Referrals to SALT are made where impact is not effective. Staff receive training and support in the intent and implementation of WellComm.
Barrier 2 Pupils SEMH needs are monitored, provision is effectively matched and pupil/families received targeted support from MHST where appropriate.	Additional Mental Health First Aider is appointed. MHST link member of staff is confident in making referrals.
Barrier 3 All pupils with physical/additional needs participate in curriculum and extracurricular activities.	No significant barriers reported; individual access plans in place and reviewed termly.

Review of the previous academic year

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

additional needs and SEND.

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

To support this, you should use:

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

Further information (optional)

Partnership working: We will continue to work closely with the local authority, speech and language therapists, educational psychology, MHST service and any external agencies as required.

Parental involvement: All parents of pupils receiving targeted support will be invited to termly reviews and provided with strategies to use at home.

Publication: This statement will be published on Sutton VA Primary School's website and made available in accessible formats upon request.