



Eggbuckland Vale Primary School

Inclusion Strategy 2026-2027

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded through 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	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Susie Wilson - Headteacher
IMF + Notional SEND funding value	£327,129 (Notional SEND) + £19,000 (IMF) = £346,129

Statement of intent

At Eggbuckland Vale Primary School (EVPS), inclusion is fundamental to how we work. Our ambition is that every child belongs, can access learning, participates fully in school life, achieves from their individual starting point and develops increasing independence. Children should not have to wait for a diagnosis, EHCP or crisis before barriers are addressed.

This commitment to inclusion was recognised by Ofsted in January 2025, who judged that “the provision for pupils with SEND, including those who are deaf, is exceptional.”

Our strategy is informed by our distinctive cohort, including a high proportion of pupils with additional needs, a significant number of pupils with EHCPs, high levels of SEMH need, communication and language needs, and our Deaf Education Centre (DEC). We use a graduated approach: strong ordinarily available provision for all, timely targeted support, targeted-plus support where barriers persist, and specialist provision where required.

Our inclusive culture is underpinned by strong relationships and mutual respect. Ofsted recognised that “the high levels of mutual respect between everyone lead to a seamless integration of pupils with special educational needs and/or disabilities (SEND). This includes those from the Deaf Education Centre (DEC).”

Inclusion is embedded in school improvement, curriculum, teaching, behaviour and relationships. Our trauma-

informed relational ethos places belonging, safety and connection at the heart of learning. We strengthen adaptive teaching, communication-supportive classrooms, early identification, evidence-informed intervention, staff expertise, accessible enrichment and pupil independence. We use pupil and parent voice, attendance, engagement, progress, behaviour and provision-impact information to evaluate what makes a difference.

Ofsted also highlighted the expertise that enables this inclusive practice, noting that “staff have excellent knowledge and skills to adapt learning for the full range of needs in their classes” and that specialist knowledge and support are “well integrated into the mainstream classrooms.”

Our approach reflects the 7 DfE principles: ambitious leadership and governance; evidence-based early support; high-quality adaptive teaching; accessible and enriching provision; a safe and respectful culture; strong partnerships with families and wider services; and inclusive environments. We use the IMF alongside core funding to strengthen the universal offer and remove commonly occurring and predictable barriers. The strategy will be reviewed with staff, pupils, families, governors and relevant specialist partners so that inclusion remains a shared responsibility rather than the work of the SENCO alone.

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support

	Detail of barrier to learning <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Communication and language: a significant proportion of pupils require support to understand language, express themselves, process instructions and communicate needs. This includes pupils who are deaf or have hearing needs and pupils who benefit from visual/alternative communication.
2	Social, emotional and mental health: the school has a high level of SEMH need, including difficulties with regulation, anxiety, relationships, transitions and behaviour. Complexity has increased and can affect attendance, engagement and access to learning.
3	Adaptive teaching and cognition/learning: some pupils require highly scaffolded teaching, repetition, modelling, pre-teaching, accessible recording methods and carefully adapted tasks to access the curriculum.
4	Belonging, participation and relationships: some pupils experience barriers to joining in, sustaining friendships, managing unstructured times or feeling successful and connected to school. This can be particularly significant for pupils with SEND, anxiety or previous experiences of difficulty.
5	Independence and adult dependency: some pupils require high levels of adult prompting or 1:1 support. We need to ensure support removes barriers while deliberately developing self-regulation, communication, problem-solving and independence.
6	Transitions, attendance and engagement: changes between activities, classes, phases and settings can trigger anxiety or dysregulation. For some pupils, attendance difficulties and reduced engagement are indicators of unmet need or barriers to belonging.
7	Accessibility and sensory regulation: some pupils require environmental, sensory, physical or communication adjustments to remain regulated, attentive and able to participate.
8	Staff consistency and specialist knowledge: the range and complexity of need requires a strong whole-school response, with staff confident in inclusive pedagogy, trauma-informed practice, communication, deaf awareness, adaptive teaching and evidence-informed support.

Activity in this academic year

These are the activities which we will 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 <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Strengthen whole-school adaptive teaching and ordinarily available provision, using coaching, modelling, learning walks and staff CPD. Focus on scaffolding, explicit instruction, visual supports, language, sensory regulation and reducing unnecessary cognitive load. Addresses barriers 1, 3, 7 and 8.	Universal	£327,129 notional SEND/£19,000 IMF
Strengthen relational and trauma-informed practice, with a clear focus on belonging, regulation, restorative responses, safe transitions and inclusive approaches to behaviour. Addresses barriers 2, 4, 6 and 7.	Universal	
Develop staff expertise through a planned inclusion CPD programme covering SEND, adaptive teaching, communication and language, SEMH/regulation, deaf awareness/BSL, trauma-informed practice and effective deployment of support staff. Addresses barriers 1, 2, 3, 7 and 8.	Universal	
Audit participation in enrichment, trips, clubs, lunchtime provision and leadership opportunities and make reasonable adjustments so pupils with additional needs can participate meaningfully. Addresses barriers 4, 5 and 7.	Universal	
Develop a whole-school communication approach, including visual communication, accessible language, core boards where appropriate, communication-supportive classrooms and strengthened deaf awareness/BSL expertise through the DEC and specialist staff. Addresses barriers 1, 7 and 8.	Universal + targeted	
Strengthen pupil and parent voice in inclusion planning and use specialist/outreach advice to improve whole-school practice, not only individual provision. Addresses barriers 1, 2, 4, 6 and 8.	Universal + targeted	
Review and refine targeted interventions so that they are evidence-informed, time-limited where appropriate, linked to classroom learning and evaluated for impact. Use provision mapping and assess whether support increases access and independence. Addresses barriers 2, 3, 5 and 6.	Targeted	
Continue to strengthen transition and attendance support for pupils experiencing anxiety, dysregulation or difficulty with change, including earlier planning, pupil voice, family partnership and liaison with receiving/previous settings and specialist services. Addresses barriers 2, 4 and 6.	Targeted	

Intended outcomes

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

Intended outcome	Success criteria
Vulnerable pupils experience a consistent, high-quality inclusive universal offer.	Learning walks and staff/pupil voice show increased consistency in adaptive teaching; monitoring shows more

Pupils with additional needs experience stronger belonging, participation and wellbeing.	needs are met without unnecessary individualisation. Increase in the % of children achieving SATs Combined (compared to NA for children with SEND, or NA for DPP children). Improved pupil voice responses; increased participation in enrichment/wider school life; attendance and engagement improve for identified pupils; fewer pupils report feeling excluded or disconnected.
Targeted support is evidence-informed and demonstrably useful.	Interventions have clear entry/exit measures, are reviewed for impact and show progress in access, learning, regulation, communication or independence.
Pupils become less dependent on adult prompting and develop greater independence.	Provision reviews show reduced reliance on adult support where appropriate, alongside increased independent communication, regulation, task completion and problem-solving.
Communication and accessibility improve for pupils with communication, hearing, sensory and physical needs.	Staff confidence increases; classrooms demonstrate agreed communication/accessibility approaches; pupil/family feedback indicates improved understanding, communication and participation.
Staff confidence and collective responsibility for inclusion increase.	Staff CPD evaluation, supervision/coaching and monitoring evidence improved confidence and consistent practice across classrooms and wider school settings.
Families and pupils feel listened to and involved in decisions about inclusion.	Pupil and parent voice is routinely captured and can be seen to influence provision, transitions and strategic decisions.

Review of the previous academic year

2025–26 baseline review: this is EVPS’s first Inclusion Strategy under the new national framework, so the review below establishes the evidence base from which the 2026–27 strategy has been developed. EVPS has a high and complex level of additional need. Approximately one third of pupils have additional needs; the school has a substantial EHCP cohort and a particularly high proportion of pupils with SEMH needs. The school also provides specialist Deaf Education Centre provision and has developed expertise in hearing, communication and BSL.

Strengths identified through school experience and previous improvement work include a strong trauma-informed relational ethos, committed pastoral and behaviour support, specialist DEC expertise, multi-agency working and a willingness to adapt provision around individual children. The school's emphasis on relationships and belonging provides a strong foundation for the new strategy.

- The evidence also shows significant pressure on pastoral and behaviour capacity. During 2025–26, the school experienced one permanent exclusion and four fixed-term suspensions. This reinforces the need to strengthen universal regulation, belonging, adaptive teaching, early identification and targeted support so that pupils receive effective support before difficulties escalate.
- Provision has included individualised support, Inclusion Support Plans, targeted interventions, specialist advice, outreach, communication approaches and close work with families. The 2026–27 strategy therefore prioritises moving from highly individualised responses, where possible, towards a continued inclusive core offer while retaining specialist support where it is genuinely required.
- Detailed attainment, attendance, intervention and pupil-voice measures will be added to the annual evaluation cycle and used alongside the school's existing SEND, attendance, behaviour and safeguarding monitoring. Governors will scrutinise the strategy, expenditure and impact, and the strategy will be refined in response to evidence.