Inclusion Strategy – Ivydale Primary School

This document explains how Ivydale Primary School uses its resources to support inclusive practice for all children, including those with special educational needs and disabilities (SEND). This includes funding from our core school budget, the notional SEND budget and the Inclusive Mainstream Fund (IMF).

Our strategy has been developed in line with the Department for Education's guidance on developing an inclusion strategy.

This strategy does not replace our SEND Information Report, which explains how we identify and support individual children with SEND. Instead, it focuses on how we use our resources to remove barriers to learning and participation across the school.

The strategy will be reviewed regularly by the SENCo and updated annually. It links to our School Development Plan, SEND Information Report, Accessibility Plan and Pupil Premium Strategy.

Our School Context

Ivydale is a two-form entry school, with one additional bulge class and a Nursery. In October 2026, we had 440 children on roll.

We have slightly fewer children with an Education, Health and Care Plan (EHCP) than the national average, but more children receiving SEN Support.

The number of children eligible for Pupil Premium has increased slightly, although it remains below the national average at 21.8%. However, 46% of children on our SEND register also receive Pupil Premium funding.

Our most common primary areas of need in order are:

1. Speech, Language & Communication needs
2. Autistic Spectrum Conditions
3. Social, Emotional and Mental Health needs.

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026/7-2027/8
Date this statement was published	31/12/2026
Date on which it will be reviewed	31/12/2027
Statement authorised by	SENCo/Head of School/Ivydale Governing Body

Statement of intent

At Ivydale Primary School, we want every child to feel valued, listened to and included in all aspects of school life.

We believe that everyone has a responsibility to make our school inclusive. Every child should have access to high-quality teaching, positive relationships and the support they need to learn, develop and thrive.

We will continue to strengthen the support available to all children, help children become more independent and promote their wellbeing. We will also work to identify and remove barriers that make it harder for children to learn and take part in school life.

Our Inclusion Strategy is informed by the views of children, families and staff, Southwark's Ordinarily Available Provision document and our own evaluation of the school's provision.

We will promote the DfE's seven principles of inclusion in the following ways, considering the views shared by children, parents/carers and staff members:

Principle	How we address the principle in Ivydale Primary School
Ambitious Leadership and Governance that Embeds Inclusion	Inclusion will remain central to school improvement planning, decision-making and how we use our resources. Leaders and governors will use pupil, parent and staff feedback alongside school self-evaluation to identify what makes learning difficult for some children and ensure high expectations for all pupils, particularly those with SEND and additional needs. SEND continues to be key to all aspects of the school development plan and influences all decisions made.
Evidence-Based Support Prioritising Early Intervention	We continue to recognise the importance of early identification of needs and ensuring that pupils receive timely support through a graduated approach. Early screening for language needs in the Nursery and Reception, alongside working closely with families and professionals, supports this. Interventions and targeted provision are based on approaches that have been shown to work. They are regularly reviewed through the Learning Plan review cycle, pupil progress meetings and ongoing analysis of data, ensuring they remain focused on improving outcomes, independence and participation. The inclusion team works closely with a wide range of professionals to ensure timely and appropriate support is provided at an early stage.
High-Quality Adaptive Teaching with a Curriculum Designed for All Learners	High-quality teaching is the foundation of our inclusive practice. We will continue to develop adaptive teaching approaches, provide the right support to help children access their learning, and remove barriers to curriculum access so that all pupils can succeed within an ambitious curriculum. We recognise that practice which is beneficial to pupils with SEND is typically beneficial to all. Guidance provided by Southwark's Ordinarily Available Provision document will inform high-quality practice.
Enriching Provision Beyond the Classroom that All Children Can Access	All pupils should be able to participate in the full life of the school. Our continued commitment to OPAL Play and maintaining our Platinum status are key to offering enriching play experiences. Building on this, we will offer a 'calm and quiet' playground, ensuring that the play needs of all children are effectively met.
A Safe and Respectful Culture Fostering	Ivydale is a values-led school which strives to understand behaviour as communication. We will promote positive relationships, emotional wellbeing,

Belonging, Attendance and Participation	and a culture where differences are understood and respected. Through our planned work on behaviour as communication and our SEND pupil voice project, we aim to ensure that every child feels safe, valued and able to engage fully in learning. These areas were highlighted as priorities by both parents and staff.
Strong Partnerships with Families and Wider Services	We recognise that successful inclusion depends on working together. We will continue to work closely with parents, carers, and external professionals to understand pupils' strengths and needs, ensuring families are involved in decisions about their children's support. Building on our current high standards, we will involve parents more closely in the target-setting process, which underpins children's strong development. We will work with Southwark's 'experts at hand' offer as it emerges. We will adapt to new guidance around ISP for SEND children.
Inclusive Environments with Continuous Improvements to Accessibility	We will continue to develop learning environments that are accessible, welcoming, and meet the different needs of our children. This has been factored into our approach to renovating our Bellwood building. Classrooms will be reviewed frequently using the Southwark calm classrooms audit and guidance set out in the Ordinarily Available Provision document.

What has worked well

- Strong whole-school attainment:
  - EYFSP increasing year on year for last 4 years. 84% in 2026 (72% Nat, 74% local) including increased proportion of SEND achieving GLD
  - Above National scores for Reading, Writing, Maths at KS2 with higher than National & Local average percentages for KS2 Higher standard for Reading, Maths & GPS
- Excellent phonics outcomes: 83% SEND children achieving Yr 1 Phonics Screening target in 2026
- KS2 reading progress for disadvantaged pupils is positive (67% SEND support, 33% EHCP)
- Overall absences for SEND support & EHCP children lower than National and Local averages with no severe absenteeism within the SEND cohort.
- Low suspension rates.

What has not worked well enough yet

- There is still a significant gap between disadvantaged children and their peers in achieving a Good Level of Development in the Early Years (38% compared with 91%).
- Large KS2 RWM gap - 38% (SEND) vs 79% (Non-SEND), whilst closing slightly from previous year remains too large. With the Maths attainment gap particularly pronounced.
- It is of note that disadvantaged pupils are highly represented within SEND cohorts and this continues to be an intersectional issue year upon year.
- SEND persistent absence remains too high and above national averages at 16% compared to 14.7%. Whole school persistent absence rates are 9.6%, well below national.

Barriers to learning and participation

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

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	Language and communication skills remain an area of need, some children start Nursery or Reception with lower levels of language development. A disadvantage gap persists in the proportion of children achieving a Good Level of Development (GLD).
2	Emotional regulation, belonging and wellbeing – SEMH needs are our third highest area of need within the school and a key area for support. Our behaviour in school is generally excellent, some children need additional support.
3	Attendance and engagement - A small number of children find it difficult to attend school regularly and this has been a pattern since COVID. Where children mask this difficulty at school, morning routines can prove difficult for these families.
4	Family engagement – engagement is generally high, but we have more work to do to ensure that all families are engaged fully in wider school life.
5	The links between SEND and disadvantage – a high proportion of our SEND children are also experiencing deprivation. Our overall results are above national and local averages. However, we need to do more to close the gap for disadvantaged children.
6	Combined RWM scores attainment gap – pronounced for SEND/disadvantage.

7	SEND/disadvantage gap for Maths.

Activity in this academic year

Description of activity *(noting evidence and barrier numbers addressed)*	Activity type	Evidence base
Supporting SEMH: *Support Staff training on 'Behaviour as Communication' and use of behavioural scripts (2)*	Universal	EEF Deployment of Teaching assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-
Supporting SEMH: *Parent support for 'Behaviour as Communication' - coffee morning support (2, 3, 4)*	Universal	EEF Working with Parents to support Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-
Communication, Language & Oracy: *Building oracy skills for children with SEND/disadvantage - staff training and direct work (1, 5)*	Targeted	EEF Oral Language evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-
Pupil Voice for all: *Southwark Pupil voice project - making Bellwood building appropriate for all (1, 2)*	Targeted	Voice 21 https://voice21.org/why-oracy-matters/ EEF Voice 21 pilot https://educationendowmentfoundation.org.uk/projects-and-evaluation/proje
Specialist Advice: *Continued work with EP & SALT service, implementing new Expert at Hand approach, training e.g. embedding colourful semantics strategies into classrooms, working*	Universal & Targeted	DfE Experts at Hand https://www.gov.uk/government/publications/supporting-send-reform-develop and-delivering-the-experts-at-hand-offer-in-year-1-supporting-guidance SEND Code of Practice https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/

Description of activity *(noting evidence and barrier numbers addressed)*	Activity type	Evidence base
memory and executive function (1,2)		
Raising Maths attainment for SEND pupils: *Training for support staff on teaching maths concepts in KS2 for those working pre-key stage or below (5, 6, 7)*	Universal	Improving Maths at KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance- EEF SEND (recommendations 3 & 4) https://educationendowmentfoundation.org.uk/education-evidence/guidance-
Raising Maths attainment for SEND pupils: *Increased regular practice on multiplication timetables.* • *Use of new laptops in class for regular multiplication tables work.* • *Parental workshops with increased focus on skills (with earlier introduction within the school).* • *Training for recall for year 3. (7)*	Universal& Targeted	Improving Maths at KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance- EEF SEND (recommendations 3 & 4) https://educationendowmentfoundation.org.uk/education-evidence/guidance-

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type**	**Evidence base**
Working in partnership with families: *Increased engagement from parents/carers in the setting of targets for learning plans. Inclusion Lead to establish new ISP systems for parents to feed into APDR cycle at key points of the year (4)*	Targeted	EEF Working with Parents to support Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance- SEND Code of Practice https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/
Belonging and being regulated: *A quiet playground will be planned and introduced in line with adapted OPAL principles to ensure all children feel they belong at playtimes (2)*	Universal/ Targeted	EEF Improving Behaviour in Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-
Enriching provision: *SEND children to be given priority for enrichment clubs alongside the already given priority for Pupil Premium children from Summer Term 2027 onwards (3,5)*	Targeted	DfE Enrichment Framework https://www.gov.uk/government/publications/the-enrichment-framework-for-s

Intended outcomes

This section explains what we want to achieve through our Inclusion Strategy and how we will know whether we have been successful.

Intended outcome	Success criteria
All staff understand behaviour as communication – this informs their interactions/practice and links to the behaviour policy. Children feel heard and understand why actions are being taken.	• Children understand our behaviour policy and why certain actions are taken. • Children with SEND needs are able to understand how the policy applies to them (recognising that adaptations may need to be made. • Children continue to use school systems to help them understand their own and others' actions, e.g. Zones of Regulation, listening post, School values. • Increased % of SEND children are at or closer to expected for measures of SEMH.
Parental engagement for identified families increases	• Families engage well with parental support offer, e.g. coffee mornings, curriculum events, celebrations, parents' evenings and where appropriate plan review meetings. • Additional efforts have been made at all levels of the school to engage with families – from office to Senior Leadership. • Early Help, children's centre and community services are signposted and used effectively.
All children understand Oracy as a stepping stone for higher achievement, regardless of their starting point. Children are encouraged to use their adapted Oracy strategies where necessary	• Speech and Language services are accessed in a timely fashion and allocated appropriately. • Staff will recognise when and which SALT based strategy is appropriate and use it in a timely fashion. • All teaching staff will be aware of and use and the relevant sections from the Ivydale Oracy curriculum, demonstrating ability to support children to adapt skills for learning to talk and considering how oracy can be used to support learning through talk.
The gap for children with SEND/disadvantage will decrease	• The gap for children with SEND/disadvantage will decrease for RWM in KS2. • A greater proportion of SEND children will reach EYFSP GLD.

Intended outcome	Success criteria
	• Scores for Year 4 multiplication check will increase for all including SEND.
Children will return to the Bellwood building feeling safe, included and confident that their needs have been considered	• Pupil voice project will successfully feedback identified issues and solutions (where appropriate) to inform decision making for re-integration. • Staff and children will have a greater awareness of factors which effect SEND children within the building due to the move.
Parents and children are engaged in the process of target setting and understand why targets have been set and how they will be addressed	• Termly meetings held to set targets include parents/carers and refer to their views. • Termly meetings held to set targets include children's views of their own needs where appropriate. • Monitoring of SEND plans show SMART targets are always in use, with reviews carried out consistently. • All staff are aware of relevant children's targets and can discuss them in an age and need appropriate way with children.