# St Denys Primary School

# Inclusion Strategy

## Strategy overview

| Detail | Information |
|---|---|
| Academic year/years that our current Inclusion Strategy covers | 2026–2027 |
| Date this statement was published | To be published by 31 December 2026 |
| Date on which it will be reviewed | July 2027, with termly monitoring throughout the academic year |
| Statement authorised by | Headteacher and Governing Body of St Denys Primary School |

# Statement of intent

At St Denys Primary School, we believe that **every individual has the right to achieve**. Inclusion is therefore central to our vision, curriculum, teaching, relationships and wider school life. We want every child, including children with SEND and other additional needs, to feel safe, valued and successful and to participate fully in the academic, social and enrichment opportunities offered by the school.

Our approach is based on the belief that inclusion is not simply about providing additional support for individual pupils. It is about designing our school, curriculum and teaching so that barriers are identified early and removed wherever possible. Our universal offer is therefore based on high expectations, positive relationships, adaptive teaching, clear routines, accessible resources, appropriate scaffolding, effective communication and early identification of need.

Our Inclusion Strategy will strengthen this approach by focusing on the barriers most commonly experienced by our pupils. We will use assessment, attendance, behaviour, pupil voice, family feedback, SEND information and staff observations to identify emerging needs and evaluate the impact of our provision.

Our strategy reflects the DfE's seven principles of inclusion: ambitious leadership; evidence-informed early intervention; high-quality adaptive teaching; accessible enrichment; a safe and respectful culture; strong partnerships with families and services; and inclusive environments with continuous improvements to accessibility.

We will work closely with pupils, parents and carers, staff, governors and external professionals. Our aim is that pupils with additional needs are not defined by their needs or diagnoses but are supported to develop independence, confidence, belonging and the knowledge and skills necessary to achieve well.

# Barriers to learning and participation

The following barriers have been identified through our assessment information, SEND monitoring, staff observations, discussions with families, attendance information, pupil voice and our knowledge of the needs of our cohort.

**Detail of barrier to learning**

1. **Communication, language and interaction needs** – Some pupils experience difficulties with receptive or expressive language, attention, processing instructions, social communication and communicating their needs. Increasing complexity of need means that staff require a consistent whole-school approach to communication and language support.

2. **Cognition and learning** – Some pupils require additional scaffolding, repetition, pre-teaching, explicit modelling, retrieval opportunities and carefully adapted resources to access the curriculum. This includes pupils with SEND, pupils experiencing disadvantage and pupils whose prior attainment indicates additional learning needs.

3. **Social, emotional and mental health needs** – Some pupils experience anxiety, emotional regulation difficulties, low confidence, difficulties with transitions or challenges in managing feelings and relationships. The school is increasingly responding to pupils presenting with emotionally based school avoidance and other barriers to participation.

4. **Sensory, physical and environmental barriers** – Some pupils experience sensory processing difficulties or require adaptations to classroom environments, routines, resources and communication systems to enable them to regulate and participate successfully.

5. **Attendance, engagement and participation** – Individual pupils may experience barriers to attending regularly, engaging consistently in learning or participating fully in school life. Early identification and strong relationships with families are essential in preventing difficulties from becoming entrenched.

6. **Access to enrichment and wider opportunities** – Some pupils, particularly those experiencing disadvantage or with additional needs, can face barriers to

**Detail of barrier to learning**

participating in clubs, educational visits, sporting activities, residential opportunities and other enrichment.

7. **Family understanding and access to support** – Families can require clearer information about how to support learning, communication, emotional wellbeing, attendance and independence at home, together with appropriate signposting to external services

# Activity in this academic year

| Description of activity | Activity type | Total budgeted cost |
|---|---|---|
| 1. **Strengthening adaptive teaching and inclusive classroom practice** – Develop staff understanding and consistent implementation of adaptive teaching, scaffolding, explicit modelling, chunking, visual supports, pre-teaching, retrieval and appropriate adaptations. Staff coaching and shared planning will be used to embed practice across all classes. **Barriers 1, 2, 3 and 4.** | Universal | **£2,250** |
| 2. **Communication and language support** – Develop a consistent whole-school approach to visual timetables, now-and-next boards, choice boards, communication prompts, vocabulary development and accessible classroom language. Provide staff resources and targeted advice for pupils requiring additional communication support. **Barrier 1.** | Universal + targeted | **£1,750** |
| 3. **Early identification and evidence-informed intervention** – Strengthen assessment and identification of emerging SEND and additional needs. Develop a consistent assess–plan–do–review process and ensure targeted interventions are evidence-informed, time limited and evaluated for impact. **Barriers 1, 2, 3 and 5.** | Universal + targeted | **£2,000** |
| 4. **Emotional wellbeing, regulation and inclusion** – Strengthen whole-school approaches to emotional regulation, nurture, positive relationships, anxiety and participation. Develop staff confidence in recognising emerging emotional needs and responding consistently. **Barriers 3, 4 and 5.** | Universal + targeted | **£1,750** |
| 5. **Improving access to enrichment** – Review clubs, educational visits, sporting activities and wider enrichment to identify and remove barriers for pupils with SEND and | Universal + targeted | **£1,250** |

| Description of activity | Activity type | Total budgeted cost |
|---|---|---|
| pupils experiencing disadvantage. Provide reasonable adjustments and targeted support where required. **Barrier 6.** | | |
| 6. **Family partnership and learning support** – Develop accessible information and opportunities for parents/carers to understand how they can support reading, mathematics, communication, independence, attendance and emotional wellbeing at home. **Barriers 2, 3, 5 and 7.** | Universal | **£1,000** |
| 7. **Inclusive environments and accessibility** – Review classrooms and shared spaces to identify sensory, physical, communication and accessibility barriers. Develop resources and environmental adaptations that improve access, independence and regulation. **Barrier 4.** | Universal | **£1,500** |
| 8. **Staff development and specialist collaboration** – Use specialist advice, external professionals and staff development to translate professional recommendations into practical classroom strategies and strengthen staff confidence in meeting a wider range of needs within mainstream classrooms. **Barriers 1–5.** | Universal + targeted | **£1,400** |

## Total planned activity: £12,900

## Funding

**Inclusive Mainstream Fund (IMF): £12,900**

The £12,900 IMF allocation will be used to strengthen St Denys Primary School's inclusive mainstream offer and address commonly occurring barriers to learning and participation. The activities above are designed to complement the school's existing core funding, including its notional SEN budget, rather than replace existing statutory responsibilities or provision.

The school will monitor expenditure throughout the academic year to ensure that the IMF is used for its intended purpose and that activity remains aligned with the school's identified inclusion priorities.