Inclusion Strategy
Broadbent Fold Primary School and Nursery

In Partnership with STAMFORD PARK TRUST

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	2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	C Parker Headteacher V Arrowsmith SBM L Kleban SENCo J McFie Chair

Statement of intent

Our school is committed to creating an environment where every learner feels valued, respected, and empowered to achieve their full potential. Inclusion is at the heart of our ethos, guiding our decisions, shaping our curriculum, and informing our relationships with pupils, families, and the wider community.

We recognise and celebrate diversity in all its forms, and we actively work to remove barriers to participation, learning, and wellbeing. This means ensuring equitable access to resources, opportunities, and support, regardless of background, ability, or circumstance.

Through this strategy, we aim to:

- Foster a culture of belonging where differences are embraced as strengths.
- Promote fairness, compassion, and respect in all aspects of school life.
- Collaborate with pupils, parents, carers, and staff to co-create inclusive practices.
- Continuously review and improve our provision to meet the evolving needs of our community.

Our intent is not only to comply with statutory requirements, but to lead by example—embedding inclusion as a lived reality for every member of our school.

Our inclusion strategy works by strengthening our ordinarily available, inclusive provision offer through enhanced quality first adaptive teaching, early identification of need, and whole-school professional development. We recognise that high-quality teaching is the most important lever for improving outcomes for pupils with SEND, and we prioritise

building staff capacity to meet a wider range of needs within the mainstream classroom. Where pupils require additional support beyond our universal offer, we provide carefully targeted, evidence-based interventions delivered by trained staff.

The 7 principles of inclusion are addressed throughout our strategy:

1. Ambitious leadership and governance that embeds inclusion – Senior leaders and governors maintain inclusion as a standing agenda item, with clear accountability for outcomes.

2. Evidence-based support prioritising early intervention – We use the graduated approach (assess, plan, do, review) and draw on EEF-endorsed strategies to identify and address needs early.

3. High quality adaptive teaching with curriculum designed for all learners – All teachers embed scaffolding, explicit instruction, and flexible grouping to ensure every pupil access learning.

4. Enriching provision beyond the classroom that all children can access – Trips, clubs and enrichment activities are planned with accessibility at the forefront, reflecting our improvement priority for enrichment.

5. A safe and respectful culture fostering belonging, attendance, and participation in learning – Our restorative practice approach and strong pastoral support ensure all pupils feel safe and valued.

6. Strong partnerships with families and wider services – We work closely with parents, carers and external professionals to co-produce support plans and share information.

7. Inclusive environments with continuous improvements to accessibility – We continually review our physical and learning environments to remove barriers.

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 *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
A growing number of pupils present with complex SEND and significant needs that cannot be fully met within the mainstream classroom without enhanced adaptive teaching, specialist staff development, and carefully structured support. This trend has increased year-on year, with rising numbers of pupils requiring support for cognition and learning, communication and interaction, and social, emotional and mental health needs. The complexity of individual profiles has also intensified, with more pupils presenting with co-occurring needs that require coordinated, multi-

agency approaches and highly skilled classroom practice to ensure meaningful participation and progress alongside their peers.
1. Communication and interaction: difficulty understanding instructions, expressing ideas, processing language, interpreting social cues or participating in group work.
2. Cognition and learning: challenges with literacy, numeracy, memory, attention, organisation, problem-solving or processing information at the expected pace.
3. Sensory and physical needs: hearing or visual impairment, limited or hyper - mobility, fatigue, pain, sensory sensitivities or inaccessible classrooms and resources.
4. Social, emotional and mental health: anxiety, low confidence, emotional regulation difficulties, trauma, school avoidance or difficulty forming relationships.
5. Environmental barriers: noise, bright lighting, crowded spaces, unpredictable routines and a lack of quiet or accessible areas.
6. Attendance and transition barriers: coping with changes, travelling to school or returning after absence.
7. Curriculum and teaching barriers: verbal explanations, unclear instructions, limited repetition or inaccessible assessment methods
8. Resource and support barriers: delayed identification, inconsistent support, inadequate staff training or limited access to specialist services and assistive technology.

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.

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type**	**Total budgeted cost** *(this should account for spend from IMF and core budget*

		allocations)
Whole-school **professional development** programme focused on adaptive teaching and the 'Five-a-day' strategies for SEND. All teaching staff will receive sustained training on scaffolding, explicit instruction, cognitive and metacognitive strategies, flexible grouping, and the use of technology to support pupils with SEND. Special Educational Needs in Mainstream Schools guidance report, which identifies these as strategies with strong evidence for effectiveness. Training will be delivered through staff meetings, coaching triads, and collaborative planning time, following the **EEF Guide to Implementation** to ensure fidelity and sustainability. Principle of inclusion: high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 1, 2, 5, 7, 8	Universal	CPD time for staff £58.34 per hour, per staff member. Nasen Training Free Sensory Room Resources £500 SENCo time for learning walks £175.02 each time.
Strengthening the graduated approach (assess, plan, do, review) through enhanced SENCo capacity and staff coaching. Additional SENCo time will be allocated to support class teachers in building holistic understanding of pupils' needs, co-producing support plans with families, and reviewing impact termly. This approach is recommended by the **Special Educational Needs in Mainstream Schools guidance report**, which emphasises that assessment should be regular, purposeful, and involve multiple stakeholders. The SENCo will provide in-class coaching to model adaptive strategies and support teachers to embed inclusive practice. Principle of inclusion: evidence-based support prioritising early intervention. Barriers addressed: 3,4,5	Universal	Time with SENCo £175.02 each time. Environmental support e.g. fidgets / chair bands £50 Changes to displays / declutter £13 per role of backing. Adaptive teaching peer observations £58.34 per hour, per staff member.
Embedding restorative practice and relational approaches to behaviour to foster belonging and participation. Building on our school improvement priority, all staff will receive training in restorative approaches to support pupils' social, emotional and mental health needs and reduce barriers to	Universal	Social Stories with Learning Mentor 1 hour x 3 days a week £69 hr

learning. This is supported by the Special Educational Needs in Mainstream Schools guidance report, which highlights that a proactive, positive approach to behaviour benefits all pupils and can reduce challenging behaviour. Restorative circles and check-ins will become embedded practice across the school. Principle of inclusion: a safe and respectful culture fostering belonging, attendance, and participation in learning. Barriers addressed: 3, 4, 5, 7		EMHP- Free NHS Learning Mentor role and targeted 1:1 and group support £69
Development of inclusive enrichment provision ensuring all pupils, including those with complex SEND, can access trips, clubs and extra-curricular activities. We will audit current enrichment opportunities for accessibility, train staff in making reasonable adjustments, and allocate resources for additional adult support where needed. This aligns with our school improvement priority for enrichment and the DfE's expectation that all pupils should have the opportunity to participate in school life beyond the classroom, as outlined in Inclusive mainstream fund: best practice for schools. **Principle of inclusion**: enriching provision beyond the classroom that all children can access. Barriers addressed: 5,6,7	Universal	Trips £5,000 budget After-school clubs SK Academy £50 per week Tameside Music £576.66 per term. Attendance Leader and SENCo time to review SEND data £175.02 and £69 per hour
Targeted small-group and one-to-one interventions for pupils with complex SEND, delivered by trained staff. For pupils whose needs cannot be met through the universal offer alone, we will implement carefully selected, evidence-based interventions matched to individual learning profiles. Interventions will be time-limited, regularly reviewed, and delivered in addition to (not instead of) high-quality classroom teaching, in line with the Special Educational Needs in Mainstream Schools guidance report. Teaching assistants delivering interventions will receive specific training and be deployed to supplement, not replace, teacher-led instruction. Principle of inclusion: evidence-based support prioritising early intervention. Barriers addressed: 6,7,8	Targeted	Dyslexia Package Dyslexia Screener Digital Credit min order of 10 £9.25 Dyslexia Screener - Annual Licence £423.20 Dyslexia Portfolio - Complete Set £315.15 Toe by Toe books and HLTR time £90.00

		Precision Teaching Free ZoR £58.34 per hour.
Strengthening partnerships with families and external services through termly SEND reviews, parent workshops, and multi-agency coordination. We will hold termly review meetings with parents and carers of pupils with SEND, co-producing support plans and sharing progress. Parent workshops will focus on supporting learning at home and understanding the graduated approach. We will strengthen links with speech and language therapists, educational psychologists, EMHP and other specialists to ensure coordinated support. This reflects the DfE's expectation for strong partnerships, as set out in **Inclusive mainstream fund**: best practice for schools, and the EEF's emphasis on involving parents in the assess, plan, do, review cycle (Special Educational Needs in Mainstream Schools). Principle of inclusion: strong partnerships with families and wider services. Barriers addressed: 1 - 7	Universal	Parent workshops Free Coffee Mornings Free with EMHP SALT support Through SLA Meeting time with staff and parents to complete referrals. £58.34 per hour.

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
Improved progress and attainment for pupils with SEND.	Pupils with SEND make progress at least in line with their peers from their starting points, as measured by termly assessment data. The gap between pupils with SEND and their peers in reading, writing and mathematics narrows year-on-year. Pupils with EHCPs make measurable

	progress towards their individual outcomes as recorded in annual reviews.
Increased staff confidence and competence in adaptive teaching for pupils with complex needs.	Staff surveys demonstrate increased confidence in using the 'Five-a-day' strategies (scaffolding, explicit instruction, cognitive and metacognitive strategies, flexible grouping, use of technology). Lesson observations and learning walks evidence consistent, high-quality adaptive teaching across all classes. Pupil voice indicates that lessons are accessible and that pupils feel supported in their learning.
All pupils, including those with complex SEND, participate fully in enrichment activities	Participation data shows that pupils with SEND access trips, clubs and extra-curricular activities at rates comparable to their peers. Pupil and parent surveys indicate high levels of satisfaction with the accessibility and inclusivity of enrichment provision. No pupil is excluded from enrichment opportunities due to unmet support needs.
Improved sense of belonging and wellbeing for pupils with SEND	Pupil wellbeing surveys demonstrate that pupils with SEND feel safe, respected and that they belong at school. Behaviour records show a reduction in incidents involving pupils with SEND, reflecting the impact of restorative approaches. Attendance rates for pupils with SEND improve and are monitored termly against whole-school and national benchmarks.
Effective early identification and intervention for pupils with emerging or escalating needs.	The graduated approach (assess, plan, do, review) is embedded and evidenced through high-quality SEND support plans reviewed termly. Pupils' needs are identified earlier, with fewer pupils requiring statutory assessment due to effective universal and targeted support. External professionals report effective coordination and timely referrals.
Strong, trusting partnerships with families of pupils with SEND.	Parent surveys indicate high levels of satisfaction with communication, involvement in planning, and understanding of their child's support. Attendance at termly SEND review meetings and parent workshops is high. Parents

	report feeling listened to and that their views shape their child's provision.

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.*