# Inclusion Strategy – Moulton Chapel 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 - 2027* |
| Date this statement was published | *September 2026* |
| Date on which it will be reviewed | *July 2027* |
| Statement authorised by | *L Sexton – Headteacher*<br>*H Twigger – Chair of Gov* |

## Statement of intent

*At Moulton Chapel Primary School we believe that every pupil regardless of need, deserves to flourish academically, socially and personally within a nurturing and inclusive community.*

*Our objective is to ensure that all pupils with additional needs and SEND receive high-quality, adaptive teaching and timely, evidence-based support that enables them to achieve their full potential and participate fully in school life. We are committed to removing barriers to learning and belonging so that every child thrives alongside their peers.*

*Our inclusion strategy works towards this objective by strengthening our universal offer through enhanced 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 prioritised building staff capacity to meet the wider needs within mainstream classrooms. Where pupils require additional support beyond our universal offer, we provide carefully targeted interventions delivered by trained staff.*

*The 7 principles of inclusion are addressed throughout our strategy:*

1. Ambitious leadership and governance that embeds inclusion in planning – *senior leaders and governors maintain inclusion as a standing agenda item, with clear accountability for outcomes.*
2. Evidence based support that prioritises early intervention – we use a graduated approach (assess, plan, do, review) and draw on EEF endorsed strategies for identifying and address needs early, as well as the Specialist teaching service.
3. High-quality teaching, with a curriculum designed for all learners- all teachers embed scaffolding, explicit instruction, and flexible grouping to ensure every pupil accesses learning. All support staff have been specifically trained in these areas of support too.
4. Accessible and enriching provision beyond the classroom – trips, clubs and enrichment activities are planned with accessibility at the forefront, reflecting on our strong focus on enrichment for all.
5. A safe and respectful culture that fosters belonging and attendance-our strong pastoral support, continued spotlight on attendance and restorative practice approach ensures that 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 plans and share information.

7. **Inclusive environments, with continued improvements to accessibility-** we continually review our physical and learning environments to remove barriers.

### *Families and the wider school community involvement*

*We work in partnership with parents and carers to understand each child's strengths, aspirations and needs, ensuring that decisions are made collaboratively wherever possible. We also value the contributions of pupils, staff, governors and a wide range of external professionals in shaping and reviewing our inclusive practice. Their views help us to evaluate what is working well and identify priorities for improvement.*

## *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 barriers to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)* |
|---|---|
| 1 | *Social, emotional and mental health (SEMH) needs* |
| 2 | *Cognition and learning needs* |
| 3 | *Neurodiversity, including Autism and ADHD* |
| 4 | *Sensory processing and self-regulation needs* |
| 5 | *Gaps in early language, communication and vocabulary development* |
| 6 | *Financial disadvantage and poverty* |
| 7 | *Low attendance and persistent absence* |
| 8 | *Low confidence, resilience and self-esteem* |
| 9 | *We have a high percentage of pupils who have experienced ACES in their lives and therefore struggle to cope with their emotions* |
| 10 | *Limited access to enrichment, cultural experiences and wider opportunities* |
| 11 | *Literacy and numeracy gaps* |
| 12 | *Behaviour that communicates and unmet need* |
| 13 | *Difficulties with friendships, relationships and social interaction* |
| 14 | *Barriers to parent engagement and access to support services* |
| 15 | *Physical disabilities, medical needs and sensory impairments* |
| 16 | *Some families need support in managing their children's behaviour at home* |

## *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 *(noting evidence and barrier numbers addressed)* | Activity type *(universal or targeted)* | Total budgeted cost *(this should account for spend from IMF and core budget allocations)* |
|---|---|---|
| **High adult: pupil staffing model** - *we maintain staffing levels above national averages to support in mixed aged classes to enable adaptive teaching, precision support ad relational practice*<br>EEF – teaching Assistant Guidance Report, DfE SEND Code of practice<br>**Barriers – 2, 5, 8, 11** | Universal | £182,368 |
| **Dedicated nurture pathways across the school** - *providing bespoke support for children experiencing social, emotional and mental health needs, attachment difficulties, trauma. Provision focusing on resilience, emotional regulation, relationships, communication tailored to children's specific needs.*<br>EEF Social and Emotional learning, Nurture UK principles<br>**Barriers – 1, 4, 7, 8, 9, 12, 13** | Universal & Targeted | £6,585 |
| **Adaptations of learning environments to support sensory regulation** – *learning environments have been adapted to support sensory regulation including calm spaces, movement opportunities and access to specialist sensory equipment enabling pupils to regulate their sensory needs and remain engaged in learning.*<br>SEND Code of Practice, EEF SEND in mainstream schools guidance.<br>**Barriers – 4, 12, 15** | Universal & Targeted | £500 |
| **ELSA provision** – *providing trained staff to deliver targeted emotional wellbeing interventions, complimenting our nurture pathway and supporting children to develop emotional literacy, resilience, confidence and readiness to learn.*<br>EEF Social and Emotional learning, ELSA network<br>**Barriers - 1, 4, 7, 8, 9, 12, 13** | Targeted | £6,585 |
| **Assessment that identifies barriers** – *daily assessments, retrieval practices and responsive teaching enable staff to identify misconceptions and barriers early, adapting teaching immediately to maximise progress.*<br>EEF Metacognition and feedback guidance<br>**Barriers – 2, 5, 8, 11** | Universal | £0 |
| **SEND identification and graduated response** – *termly progress meetings, provision mapping, Individual Support Plans, risk assessments where appropriate and a graduated response to ensure needs are identified early and provision is regularly reviewed and adapted.*<br>SEND Code of Practice<br>**Barriers – 2, 3, 4, 5, 11, 12, 15** | Universal | £0 |
| **Inclusive resources** – *invest in sensory resource, adaptive equipment, visual communication aids and specialist resources to ensure pupils can access learning alongside their peers.*<br>EEF SEND Guidance<br>**Barriers – 3, 4, 15** | Universal & Targeted | £1,000 |

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| **Educational Psychology Service Level Agreement (SLA)** – *the school commissions an annual SLA with Lincolnshire Psychology Service to provide consultation, assessment, staff coaching, advice to staff and parents and training for staff and parents. This supports early identification needs, strengthens adaptive classroom practice, informs individual provision and enables staff to implement evidence-based strategies for pupils with additional needs and SEND. Support is also given to families through bespoke sessions and or workshops.*<br>SEND Code of Practice, Educational Psychology evidence informed practice<br>**Barriers – 1, 2, 3, 4, 7, 8, 9, 12, 13, 14, 15, 16** | Universal & Targeted | £1,980 |
| **Specialist SEND Teacher Service Level Agreement (SLA) - the** *school commissions a Specialist SEND Teacher to undertake detailed assessments of literacy, maths, cognition and information processing and specific learning difficulties assessments where pupils require further investigations beyond universal assessment. The specialist teacher provides evidence-informed recommendations, supports the identification of specific learning needs and works alongside staff to develop effective classroom adaptations, targeted interventions and personalised provision. This enables barriers to learning to be identified early and ensure teaching strategies are tailored to pupils' individual needs.*<br>SEND Code of practice, graduated approach to SEND support<br>**Barriers – 1, 2, 3, 4, 5, 11, 12** | Universal & Targeted | £7,820 |
| **Family support and agency working** – *the school employs a Family Support Liaison Officer to work in close partnership with families and external agencies to provide joined up support around a child and family.*<br>SEND Code of Practice, EEF parental engagement<br>**Barriers - 1, 3, 6, 9, 15, 16** | Universal & Targeted | £7,635 |
| **Little Wandle Letters and Sounds revised** – *whole school systematic synthetic phonics programme with daily teaching, rapid keep-up sessions and reading practice to ensure early literacy barriers are addressed.*<br>EEF Improving Literacy Guidance<br>**Barriers – 2, 5, 11** | Universal | £1,000 |
| **Maths teaching using White Rose Maths & Mastering Number** - *Daily NCETM Mastering Number sessions in EYFS and White Rose Maths scheme being used from Key Stage 1 into Key Stage 2 to strengthen Maths understanding, number sense and fluency, helping to secure pupils develop secure mathematical foundations.*<br>*NCETM Mastering Number, White Rose Mathematics*<br>**Barriers – 2, 5, 11** | Universal | £2,307 |
| **Whole school enrichment programme** – *the school will continue to offer enrichment activities to all children that include trips to museums, access to after school clubs, residential visits,* | Universal | £10,711 |

| | | |
|---|---|---|
| *visitors into school and theatre trips. All of our enrichment is documented in our '30 things to do before you leave Moulton Chapel'. All of these will remain free to all children to support broadening of life experiences; cultural understanding and no child is financially disadvantaged in their participation and attendance.*<br>*EEF Art participation, Enrichment Framework, EEF extending school time*<br>***Barriers – 1, 6, 8, 10*** | | |
| | Total spend | £228,491 |
| | Inclusion grant: | £6,730 |
| | School funded: | £221,761 |

## *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 additional needs and SEND*** | *Pupils with SEND make progress at least in line with peers from their starting points, as measured in termly assessment data. The gap between SEND pupils and their peers reduces year on year. Pupils with EHCP's make measurable progress towards their individual outcomes as recorded in their annual reviews.* |
| ***Early identification ensures barriers to learning are recognised and addressed promptly*** | *Pupils are identified at the earliest opportunity through robust assessments, staff referrals and graduated response processes. Support is implemented quickly and reviewed regularly with evidence of positive impact of universal and targeted support. External agencies report effective co-ordination and timely referrals.* |
| ***We will be able to meet the needs of the increasing numbers of pupils with complex needs, ADHD and ASD so that they can thrive in school.*** | *Specialist support is provided quickly through early and prompt identification of need. Adaptations in school ensure we can meet the needs of these children in our setting.* |
| ***Strong, trusting partnerships with families of SEND pupils*** | *Parent surveys indicate high levels of satisfaction with communication, involvement and understanding their child's needs and support. Parents report feeling listened to and that their views shape their child's provision.* |
| ***All pupils, regardless of disadvantage and ACES will feel happy and safe in school and will make excellent progress.*** | *All pupils will continue to make good progress from starting points and outcomes will continue to be above national average.* |
| ***Pupils develop stronger emotional wellbeing, resilience and self-regulation*** | *ELSA and Nurture assessments show positive progress. Reductions in dysregulation, improved readiness to learn and increased participation are evident through school records and pupil voice.* |
| ***Attendance improves for pupils experiencing barriers to regular school attendance*** | *Attendance rates for SEND pupils improve and are monitored termly against whole school and national benchmarks. Persistent absence reduces and families engage positively with attendance support.* |
| ***Financial disadvantage does not prevent participation in school life and enrichment activities*** | *All pupils access enrichment visits, experiences and wider opportunities regardless of family income. Participation rates remain consistently high across all pupil groups. Parents and pupils' surveys indicate high levels of satisfaction with the accessibility and inclusivity of provision.* |

## *Review of the previous academic year*

*From year two, we will outline the progress we have made towards our intended outcomes during the previous academic year and explain how this was assessed. In doing this, we will note the impact that our strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment.*

*This will include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND. We will critically review what aspects of our strategy worked well / did not have the intended impact and explain how this will inform our drafting of next year's strategy.*

*To support this, we will use:*

- *Data from the previous academic year's national assessments, once published.*
- *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.*