# Inclusion Strategy – Newton Burgoland 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 | 27.10.2026 |
| Date on which it will be reviewed | 27.10.2027 |
| Statement authorised by | |

## Statement of intent

At **Newton Burgoland Primary School**, we believe that inclusion is at the heart of an effective and successful school. Our aim is to create a learning environment where every child feels valued, respected and able to participate fully in school life, regardless of their additional needs, SEND, background or circumstances. We are committed to ensuring that all pupils achieve their potential, develop independence and resilience and experience a genuine sense of belonging within our school community. This commitment extends beyond academic achievement to encompass pupils' social, emotional and physical development.

Our Inclusion Strategy has been developed in response to the barriers to learning identified within our school, including increasing social, emotional and mental health (SEMH) needs, difficulties in building relationships, handwriting and fine motor development and oracy skills. Through targeted investment in SEMH provision, our physical development and handwriting offer and whole-school oracy development, we are strengthening our universal offer whilst providing effective targeted support for pupils who require additional intervention. These approaches ensure that pupils can access high-quality teaching, engage positively in learning and develop the skills they need to succeed both in school and beyond.

The strategy reflects the seven principles of inclusion by:

- Promoting a culture of high expectations for all learners.
- Ensuring pupils with additional needs can access a broad and balanced curriculum alongside their peers.

- Prioritising early identification and intervention to address emerging needs.
- Building staff expertise through ongoing professional development.
- Removing barriers to participation through adaptive teaching and targeted support.
- Supporting pupils' emotional wellbeing, sense of belonging and positive relationships.
- Working collaboratively with families and external professionals to achieve the best outcomes for children.

Partnership with families and the wider community is central to our inclusive approach. We have taken on board feedback from pupils, parents, staff and governors into account when creating this strategy for inclusion. By working together, we can ensure that every child is supported to participate, achieve and thrive.

Through this strategy, we are committed to continuously reviewing and improving our practice, so that inclusion remains at the heart of our school and every child has the opportunity to succeed.

## 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)* |
|---|---|
| 1 | Social and Emotional: The number of SEMH needs in our school is increasing. We are seeing many children who need support with recognising and regulating their emotions. Social skills are also declining, including having strategies to resolve conflict. We are seeing an increase in behaviour needs. |
| 2 | Social skills are declining and we have more difficulties with friendships, particularly in year 4 and year 5. Some pupils find it extremely difficult to resolve conflict. |
| 3 | We are seeing more children arrive in school with behaviour difficulties, making it difficult for them to access learning. |
| 4 | Handwriting is a significant area of difficulties for many of our learners including those with SEND. Many of our children do not have the core strength to be able to achieve appropriate writing positions/techniques. |
| 5 | Oracy: Children find it difficult to construct sentences/responses verbally. This limits their ability to join in with class discussion and to construct written responses. |

## 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** (*whether it is universal or targeted)* | **Total budgeted cost** *(this should account for spend from IMF and core budget allocations)* |
|---|---|---|
| 1/2/3 – Thrive specialist teaching assistant training for existing TA to upskill and provide SEMH support in school. To include release time, including time for mentor to support. | Targeted | £2000 |
| 1/2/3 – Thrive training package to be delivered across the school to support SEMH needs. | Universal | £1000 |
| 1/2/3 – Creating an appropriate intervention space for SEMH interventions/support, including resourcing. | Universal and Targeted | £500 |
| 4 – Invest in new handwriting scheme “kinetic letters” including appropriate resources and release time for staff. | Universal | £1200 |
| 5 - Train up an additional TA to carry out Big Moves intervention for children on entry to school + interventions. | Universal and targeted | £100 |
| 6 - Roll out Oracy training for all teaching staff, including release and implementation time. | Universal | £1500 |
| | | Total - £6,300 |

## 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 |
|---|---|
| Thrive practitioner fully trained at the end of **2 years**. | - TA has been appropriately supported to complete level 5 Thrive specialist TA apprenticeship.<br>- They have an appropriate intervention space to carry out their role. |
| Pupils are supported appropriately with their SEMH needs across the school. Pupils are happy to attend school and are able to access QFT. | - Staff have strategies to support children with SEMH throughout the school.<br>- Staff report greater confidence in managing SEMH needs.<br>- Attendance data is consistently good.<br>- Behaviour incidents are reduced.<br>- Social communication/well being groups are impactful throughout school.<br>- Children can access QFT. |
| Improved handwriting across the school, including for pupils with SEND. | - Children are achieving a score of 9 or more in the Big Moves assessment.<br>- Children are able to achieve correct writing positions, posture and pencil grip (observation).<br>- Improvement in handwriting is evident in books across the school. |
| Children are able to hold simple conversations with each other. They are able to speak in full sentences. | - Staff feel confident in supporting oracy.<br>- Children use STEM sentences as a part of everyday practise to support them to speak in full sentences.<br>- Children are confident with turn and talk routines.<br>- Children are confident to use nesting in class and share ideas. |

## 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.*

# Further information (optional)

*Use this space to provide any additional information you think necessary to help others understand your strategy.*