

Inclusion Strategy – Nash Mills CofE 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	2026-2030
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	A Maher, Headteacher J Nicholls, SENCO Governors

Statement of intent

At Nash Mills CofE Primary School, we strongly believe that every child should be provided with the support, guidance and opportunities they need to be the best that they can be. Our Christian vision, *"Love of Learning, Love of Life, Love of One Another"*, inspired by the story of the Good Samaritan, means that we prioritise support for all. In relation to pupils with additional needs and SEND, this means we are committed to ensuring that they achieve their potential, participate fully in school life and develop a genuine sense of belonging within our school community.

We recognise that inclusion is about equity rather than equality. Some children require a more personalised approach, additional support or specialist provision in order to access the same opportunities as their peers. We know our pupils exceptionally well and have developed a culture in which vulnerability is identified early, support is carefully targeted and barriers are addressed before they become entrenched. Alongside pupils with identified SEND, we also recognise that attendance, social and emotional wellbeing, communication and language development, family circumstances and other factors can impact on a child's ability to thrive.

Our ultimate objective is that every pupil can access an ambitious curriculum, achieve well from their starting points and leave Nash Mills as a confident, independent learner who feels valued and included.

Our strategy reflects the seven principles of inclusion by promoting high aspirations for every learner, identifying and responding to need early, ensuring pupils access high-quality teaching, providing targeted support where required, maintaining strong partnerships with families and external agencies, and creating a culture in which every child feels that they belong.

This strategy has been informed by our ongoing work with pupils, parents, staff, governors and external professionals. Feedback from stakeholders consistently highlights the school's strong culture of support, inclusion and care, alongside our commitment to ensuring that no child becomes invisible within school systems. As a result, this strategy builds upon established strengths while providing a clear framework for further developing inclusive practice across Nash Mills.

Barriers to learning and participation

	Detail of barrier to learning <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Communication and Language Development Assessments, observations and discussions with staff indicate that an increasing number of pupils are entering school with delayed speech, language and communication skills. Difficulties with vocabulary, listening, understanding and expressing ideas can affect access to learning, social interaction and emotional regulation. Whilst outcomes in Early Years have improved significantly, leaders recognise the need to continue strengthening communication and language provision, particularly through the development of explicit oracy teaching and targeted intervention.
2	Early Reading and Phonics Tracking demonstrates that some pupils, particularly those with SEND and wider vulnerabilities, do not acquire early reading skills as quickly as their peers. Delays in phonics and reading development can create barriers across the wider curriculum, affecting confidence, independence and engagement with learning. School-based intervention work has shown that intensive, targeted support can accelerate progress when implemented early and sustained over time.
3	Mathematical Foundations Internal assessment and curriculum reviews indicate that some pupils struggle to secure key mathematical concepts and foundational knowledge. As learning becomes increasingly complex, gaps can widen and impact pupils' ability to access age-related learning. Leaders have identified the need for greater precision in identifying, teaching and assessing foundational mathematical knowledge to ensure pupils can keep up with the curriculum.
4	Increasing complexity of SEND needs Over time, the school has seen an increase in both the number of pupils with SEND and the complexity of needs presented. This includes pupils with EHCPs, communication and interaction needs, sensory differences, emotional regulation needs and significant learning difficulties. Whilst many pupils can be supported successfully within mainstream classrooms, a small number require highly personalised provision and specialist support to access education effectively.
5	Physical Development Needs Increasing numbers of pupils require support to develop gross motor, fine motor and sensory regulation skills. Difficulties in these areas can affect independence, participation, handwriting, self-regulation and readiness to learn. Some pupils benefit from structured movement opportunities, including bike and trike programmes, physical development activities and sensory-based support throughout the school day.
6	Early Identification Early identification is a cornerstone of effective inclusion. Research shows that identifying additional needs at the earliest opportunity enables us to provide timely support, prevent difficulties from becoming entrenched and improve long-term academic, social and emotional outcomes.

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 <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Development of Communication, Language and Oracy Provision. <i>Reception staff will participate in an EEF-funded Oracy project, receiving specialist training and delivering structured weekly oracy sessions. Additional targeted support will be provided for pupils identified with communication and language needs. Evidence suggests that high-quality communication and language provision supports learning across the curriculum and is particularly important for pupils with SEND. Addresses Barriers 1 and 4 and 6.</i>	Universal with some targeted elements	£5000
Targeted Early Reading and Phonics Intervention. Dedicated intervention teaching assistant to provide intensive support for pupils identified as not making expected progress in reading and phonics. This includes direct work with families to model reading strategies and support learning at home. School evidence demonstrates accelerated progress through this approach, while research highlights the importance of early intervention in reading. Addresses Barrier 2 ,6.	Targeted	£6000

Development of Foundational Mathematics Provision. Additional release time for the Maths Subject Leader to identify essential mathematical knowledge, develop progression documents, strengthen diagnostic assessment and support staff in ensuring pupils secure key learning before moving on. Addresses Barriers 3 and 4, 6.	Universal	£1500
Enhanced SEND and Inclusive Classroom Practice. Professional development for teachers and support staff focused on adaptive teaching, scaffolding, communication, engagement and emotional regulation. This will ensure pupils with SEND can access the same ambitious curriculum as their peers through high-quality classroom practice. Addresses Barriers 1, 3, 4.	Universal	£2000
Green Room Specialist Provision. Continued staffing of the school's specialist provision by two trained adults supporting pupils with the most significant needs. Provision includes personalised learning programmes, sensory support, regulation strategies, inclusion within mainstream activities and support linked to EHCP outcomes. Addresses Barriers 4.	Targeted	£50,000
Physical Development, Motor Skills and Sensory Regulation Programme. Daily opportunities for pupils to develop gross and fine motor skills through structured activities, sensory regulation support and targeted bike and trike programmes for identified pupils. Provision will support readiness for learning, independence and wellbeing. Addresses Barrier 4, 6.	Targeted	£2000

Intended outcomes

Intended outcome	Success criteria
Pupils with SEND and additional needs access an ambitious curriculum alongside their peers and make strong progress from their starting points.	• Internal assessment, provision reviews and pupil progress discussions demonstrate that pupils with SEND make strong progress from their individual starting points. • Monitoring demonstrates that adaptive teaching strategies are consistently embedded across classrooms. • EEF research identifies high-quality teaching as the most important lever for improving outcomes for vulnerable learners and pupils with SEND; lesson observations and learning walks demonstrate this consistently in practice.
Communication, language and oracy skills improve, particularly for pupils identified with speech, language and communication needs.	• Reception assessments demonstrate improved communication and language outcomes over time. • Pupils increasingly participate confidently in classroom discussion and structured talk activities. • Oral language assessments and teacher observations show accelerated progress for pupils receiving targeted support. • Research demonstrates that oral language interventions can provide approximately six months of additional progress, particularly for disadvantaged pupils.
Pupils who experience difficulty learning to read receive early and effective support which enables them to access the wider curriculum successfully.	• An increasing proportion of pupils achieve expected phonics outcomes. • Intervention data demonstrates accelerated rates of progress for pupils receiving targeted support. • Parents report increased confidence in supporting reading at home. • Research identifies systematic phonics teaching and early intervention as highly effective approaches for improving reading outcomes, particularly when difficulties are identified quickly.

Pupils develop secure mathematical foundations and fluency which allow them to keep up with the curriculum.	• School assessment systems identify fewer pupils with significant gaps in foundational mathematical knowledge. • Internal assessment demonstrates improved retention of key mathematical concepts and fluency skills. • Subject leader monitoring evidences consistent teaching of foundational mathematical knowledge across the school. • EEF and NCETM guidance identifies securing foundational knowledge and the effective use of diagnostic assessment as critical factors in mathematical success.
Pupils develop stronger physical development, motor skills and sensory regulation, increasing their readiness for learning and participation in school life.	• Assessment and observation show improved gross and fine motor development for identified pupils. • Pupils accessing bike, trike and targeted motor skill programmes demonstrate increased independence and engagement. • Staff report improved readiness to learn and participation following structured physical development opportunities. • Research highlights the strong relationship between physical development, self-regulation, executive functioning and later academic success.
Pupils with the most complex needs access highly personalised provision whilst remaining included within the wider life of the school community.	• Green Room provision demonstrates measurable progress towards EHCP and personal development outcomes. • Pupils increasingly access mainstream lessons, enrichment activities and educational visits where appropriate. • Parents and external professionals report positive outcomes and high levels of inclusion. • Outcomes demonstrate that specialist support and mainstream inclusion are carefully balanced according to individual needs.

Review of the previous academic year