

Inclusion Strategy – Ravenshead C of E Primary

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	2026/27
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Emma Johnson, HT and Sarah Soley (AHT for Inclusion (with governor oversight from Sarah Page)

Statement of intent

At Ravenshead C of E Primary School, inclusion means that every child is known, belongs and is enabled to participate fully in an ambitious curriculum and the wider life of the school. We have high expectations for all pupils, including those with SEND, disadvantaged pupils, pupils known to children's social care and pupils experiencing barriers to learning, attendance or wellbeing. Our first response is consistently strong, inclusive classroom teaching, supported by early identification, a graduated response and carefully selected additional provision when needed.

During 2026/27 our central priority is to make the strongest inclusive practice equally consistent across every class, subject and phase. We will use the EEF Inclusive Teaching approach to strengthen explicit instruction, effective feedback, purposeful scaffolding that builds independence, positive relationships and calm, predictable classrooms. Adaptations will maintain appropriate cognitive demand rather than lowering expectations.

The Assistant Headteacher for Inclusion/SENCO (Sarah Soley) has strategic oversight and works with teachers, families, pupils and external professionals. APDR cycles, pupil profiles, assessment, pupil-progress meetings and pupil/parent voice are used to identify and review need. Two full-time nurture workers provide an important element of the pastoral offer. The strategy reflects the seven principles of inclusion through a whole-school culture of belonging, early and accurate identification, high expectations, participation, partnership with families, evidence-informed provision and regular evaluation of impact. Sarah Page is the allocated governor for inclusion and will provide support and challenge throughout the year.

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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Increasing complexity and prevalence of additional needs, with some cohorts having a high proportion of pupils with SEN support/EHCPs. This creates a need for strong universal provision alongside timely targeted support.
2	Variation in inclusive classroom practice. The strongest adaptations, scaffolding, feedback and routines are not yet equally consistent across all classes, subjects and phases.
3	Gaps in foundational knowledge and communication, including language, early reading/phonics, spelling, handwriting and number fluency, can limit access to later learning.
4	Some pupils experience SEMH, sensory, anxiety, regulation or behaviour-related barriers which can affect engagement, independence and readiness to learn.
5	A small number of vulnerable pupils experience attendance or participation barriers, including school-based anxiety or complex family circumstances, requiring personalised and multi-agency support.
6	The impact of additional provision needs to be evaluated consistently so that interventions are stopped, adapted or intensified when they are not accelerating progress or participation.

Activity in this academic year

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>
Implement a sequenced EEF Inclusive Teaching CPD programme; agree and monitor whole-school universal approaches: explicit instruction, feedback, purposeful scaffolding, positive relationships and calm/predictable classrooms. Barriers 1,2,3,4.	Universal	Core staffing/CPD budget – final cost TBC
Use termly learning walks, work scrutiny, pupil voice and staff confidence surveys to evaluate inclusive practice; provide coaching/modelling where needed. Barriers 1,2,6.	Universal	Core staffing budget – final cost TBC
Strengthen early identification and the graduated response through baseline assessment, PPMs, APDR cycles, pupil profiles, SEND reviews and liaison with families/previous settings. Barriers 1,3,4,5,6.	Universal and targeted	Core/notional SEN budget – final cost TBC
Review targeted interventions/keep-up provision at least half-termly using assessment and engagement evidence; stop, adapt or intensify support where impact is insufficient. Barriers 3,4,6.	Targeted	Core/notional SEN/IMF – final cost TBC
Maintain targeted pastoral and nurture provision, including two full-time nurture workers, personalised regulation/behaviour support and therapeutic or external-agency input where required. Barriers 4,5.	Targeted	Core/notional SEN/IMF – final cost TBC
Use personalised attendance support, ATTEND/family liaison and multi-agency work for pupils whose attendance is affected by additional need, anxiety or family circumstances. Barrier 5.	Targeted	Core budget/IMF where applicable – final cost TBC
Protect access to the full curriculum, enrichment, OPAL, woodland learning, clubs and pupil leadership through reasonable adjustments and active monitoring of participation. Barriers 1,4,5.	Universal and targeted	Core budget – final cost TBC
Engage parents and pupils systematically through SEND reviews, pupil voice, parent meetings and strategy evaluation; governor Sarah Page to review implementation and impact. Barriers 1-6.	Universal	Core budget – final cost TBC

Intended outcomes

Intended outcome	Success criteria
Inclusive teaching is consistently strong across school.	Learning walks/work scrutiny show consistent use of agreed universal approaches; staff confidence improves from Autumn baseline to Summer review; adaptations maintain cognitive demand and promote independence.
Pupils' additional needs are identified early and accurately.	APDR/pupil-profile evidence shows timely identification, clear barriers and appropriate provision; pupil-progress meetings result in precise follow-up actions; parent/pupil voice confirms needs are understood.
Pupils with SEND/additional needs make demonstrable progress from their starting points.	Termly assessment and individual targets show improving progress; intervention reviews demonstrate impact and provision is adapted promptly when impact is insufficient.
Foundational gaps are identified and close quickly.	Phonics, reading, writing/handwriting and maths monitoring shows pupils at risk are identified early and receive rapid keep-up; 2027 outcomes show an improving trajectory.
Pupils experience belonging, participation and positive wellbeing.	Pupil voice is positive; attendance remains strong overall and improves for identified vulnerable pupils; suspensions remain rare; participation in enrichment is monitored and barriers are removed.
Families and governors understand and influence the school's inclusive approach.	Parent voice is gathered and acted upon; strategy impact is evaluated and reported to governors by July 2027.

Review of the previous academic year

2026/27 is the first year of this statutory Inclusion Strategy format. The baseline for the strategy is informed by the school's 2025/26 self-evaluation, assessment information and external review. The March 2026 Local Authority Strategic SEND review found robust and consistently implemented provision, including early identification, strong relationships, inclusive curriculum access and carefully considered adaptations. School evaluation also identifies the next step: ensuring the strongest inclusive classroom practice is consistently embedded across all classes, subjects and phases.

Attendance at the end of 2025/26 was a strength (95.4% overall, with persistent absence at 9.4%). 2026 outcomes showed positive foundations in EYFS, phonics and multiplication fluency, while KS2 outcomes and SEND outcomes require continued improvement. These findings directly inform the 2026/27 focus on precise assessment, responsive teaching, foundational knowledge and rigorous review of intervention impact.

Further information

This strategy should be read alongside the School Improvement Plan, SEND Information Report, Accessibility Plan, Pupil Premium Strategy and Equality Action Plan. It will be monitored by the Head Teacher and Assistant Headteacher for Inclusion/SENCO, with governor oversight from Sarah Page.