Inclusion Strategy – St Neot 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	November 2026 – November 2027
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Mrs Sam Bowden

Statement of intent

At St Neot Primary School, we believe that every child has the right to belong, participate and achieve. We are committed to providing an inclusive education where all pupils, including those with additional needs and Special Educational Needs and Disabilities (SEND), are valued, supported and empowered to reach their full potential. Inclusion is at the heart of our vision, our decision-making and our daily practice.

Our inclusion strategy is driven by ambitious leadership and governance that embeds inclusion. Leaders, governors and staff share responsibility for creating a culture where inclusion is everyone's business, where barriers to learning are identified and removed, and where high aspirations are held for every pupil.

We are committed to evidence-based support prioritising early intervention, ensuring that pupils receive timely, appropriate support before needs escalate. Through effective assessment, collaboration and regular review, we provide graduated support that enables pupils to succeed both academically and personally.

High-quality teaching is the foundation of our inclusive practice. We promote high-quality adaptive teaching with a curriculum designed for all learners, enabling every child to access meaningful learning through flexible teaching approaches, appropriate adaptations and high expectations.

We recognise that learning extends beyond the classroom. Through enriching provision beyond the classroom that all children can access, we strive to remove barriers to participation in clubs, educational visits, leadership opportunities, enrichment activities and wider school life so that every pupil experiences a rich and fulfilling education.

At St Neot Primary School, we foster a safe and respectful culture that promotes belonging and attendance, where diversity is celebrated, positive relationships are nurtured and every pupil feels welcomed, respected and able to thrive. We understand that children learn best when they feel safe, valued and connected to their school community.

We know that successful inclusion depends on strong partnerships with families and wider services. We work collaboratively with parents, carers, health professionals, local authority services and other agencies, recognising that the best outcomes are achieved when we listen, communicate openly and work together.

Finally, we are committed to creating inclusive environments with continuous improvements to accessibility. We continually review our learning environments, resources and practices to ensure they are accessible, welcoming and responsive to the changing needs of our pupils.

This strategy has been developed through consultation with pupils, families, staff, governors and external partners. Together, we will continue to build an inclusive school where every child is welcomed, every voice is heard, and every learner can flourish.

Barriers to learning and participation

Barrier 1 Speech, Language and Communication Needs (EYFS/ Nursery)	In our EYFS/Nursery, delayed speech, language and communication development is the most significant barrier to learning. An increasing number of children enter school with language skills below those expected for their age, impacting their ability to communicate their needs, understand instructions, develop early literacy skills and engage in learning and play. Early identification, language-rich environments and targeted intervention are therefore key priorities within our EYFS provision.
Barrier 2 SEND pupils with below average attendance will be identified and supported to ensure they are fully engaged in learning.	At St Neot School, we want to improve attendance for pupils with SEND so that it is in line with whole-school attendance, with absence rates reducing year on year. We want all pupils to feel a strong sense of belonging, wellbeing and engagement, reflected in pupil voice and annual belonging surveys. We aim to increase participation in enrichment activities and wider school opportunities for pupils with SEND and EAL, ensuring that disadvantaged pupils and those with SEND access clubs, educational visits and residential in proportion to their representation in the school population. We also want to strengthen partnerships with families to improve attendance, engagement and outcomes for all pupils.

Barrier 3 Differences in family circumstances, capacity and access to support can affect parental engagement and the consistency of support available to children, including those with SEND. This can create barriers to meeting children's needs and ensuring sustained progress, wellbeing and participation in learning.	We aim to develop stronger partnerships with families to ensure that all children, including those with SEND, receive consistent support to meet their individual needs. We will work to reduce barriers to parental engagement, improve family involvement and ensure families can access appropriate support. Through effective communication and collaborative working, we aim to promote shared responsibility for children's progress, wellbeing and participation in learning.
Barrier 4 Social, emotional, mental health (SEMH) and self-regulation needs. An increasing number of pupils present with SEMH needs, anxiety, emotional vulnerability, sensory regulation difficulties or challenges with self-regulation. These factors can affect readiness to learn, attendance, engagement, relationships and participation. Therapeutic and relational approaches are required to ensure pupils feel safe, supported and able to thrive.	Our priority is to enhance provision for pupils with social, emotional and mental health (SEMH) needs, including anxiety, emotional vulnerability, sensory regulation difficulties and challenges with self-regulation. We will develop consistent, therapeutic and relational approaches to help pupils feel safe, build emotional resilience and develop the skills needed to manage their emotions and behaviour. This will support improved readiness to learn, attendance, engagement, positive relationships and participation in school life, enabling all pupils to thrive.

Activity in this academic year

Description of activity (including evidence and barrier numbers addressed)	Activity type	Total budgeted cost
Embed high-quality adaptive teaching (Quality First Teaching) across the school through consistent implementation of evidence-informed inclusive classroom practice. This includes adaptive teaching, scaffolding, explicit instruction, communication-friendly classrooms and reasonable adjustments to ensure all pupils can access the curriculum. **Addresses Barriers 1 & 2.** Evidence shows that high-quality teaching has the greatest impact on outcomes for pupils with SEND (EEF *Special Educational Needs in Mainstream Schools* Guidance Report).	Universal	£15,000.00
Provide high-quality professional development for teachers and teaching assistants to strengthen staff knowledge and confidence in meeting a wide range of SEND needs, particularly speech, language and communication needs. Training will focus on adaptive practice, communication strategies, sensory needs, inclusive environments and promoting independence. **Addresses Barriers 1 & 2.**	Universal	£12,000.00
Strengthen partnership working with specialist professionals, including Speech and Language Therapists, Educational Psychologists, specialist teachers and other external agencies, to build staff expertise, support early identification and develop effective provision for pupils with complex needs. **Addresses Barriers 1 & 2.**	Universal	£3,000.00
Deliver evidence-informed interventions for pupils identified through assessment as requiring additional support. This includes targeted speech, language and communication interventions, social communication programmes and other evidence-based approaches delivered alongside high-quality classroom teaching. Progress will be reviewed regularly to evaluate impact and inform next steps. **Addresses Barriers 1 & 2.**		
	Targeted	£18,000.00

Enhance participation in enrichment opportunities by removing barriers to extra-curricular activities, educational visits, creative arts, music, leadership opportunities and sport. This will ensure pupils with SEND can participate fully in the wider life of the school and develop confidence, relationships and a sense of belonging. **Addresses Barriers 1 & 2.**	Universal	£8,000.00
Develop strong partnerships with families through regular SEND forums, parent workshops, information-sharing events and effective signposting to specialist services and community support. Families will be empowered to work in partnership with school and access wider sources of advice and support. **Addresses Barriers 2&3.**	Universal	£3000.00
Create and sustain inclusive learning environments through the use of communication aids, visual supports, sensory-informed classrooms and accessible resources that enable all pupils to engage successfully with learning and school life. **Addresses Barriers 1 ,2. & 4.**	Universal	£2,000.00
Enhance onboarding and transition arrangements through personalised induction, phased transitions, pupil profiles, collaborative planning with families and previous settings, and additional transition support for pupils with SEND at key points in their education. **Addresses Barriers 2 & 4.**	Universal and Targeted	£2,000.00
Implement robust assess–plan–do–review processes to ensure pupils with additional needs are identified early, receive appropriate support and that the impact of provision is regularly monitored in partnership with families and external professionals. **Addresses Barriers 1 & 2.**		

Intended outcomes

Intended outcome	Success criteria
High-quality adaptive teaching is embedded across the school, enabling all pupils to access learning and achieve success.	Monitoring, lesson visits and instructional coaching demonstrate consistent implementation of adaptive teaching strategies. Staff confidently adapt teaching to meet the needs of pupils with SEND, resulting in improved engagement and progress.
Children with speech, language and communication needs are identified early and receive timely, evidence-informed support.	All children requiring additional support are identified through robust assessment processes. Pupils receiving speech, language and communication support make measurable progress against individual targets, with improved communication skills and readiness for learning.

Pupils with SEND and social communication needs are able to participate successfully in learning and school life.	Pupils demonstrate increased engagement, independence and positive social interactions. There is improved attendance, reduced barriers to learning and positive feedback from pupils, families and staff regarding the effectiveness of provision.
Staff have the knowledge, skills and confidence to deliver inclusive practice.	All teaching and support staff participate in high-quality professional development and instructional coaching. Monitoring and staff feedback demonstrate increased confidence and consistent implementation of evidence-informed inclusive strategies.
Evidence-informed interventions complement high-quality teaching and accelerate progress for pupils requiring additional support.	Interventions are delivered with fidelity, regularly reviewed and demonstrate measurable impact on pupils' academic, communication, social and emotional outcomes. Entry and exit assessments show positive progress for targeted pupils.
Pupils with SEND access and participate fully in the wider life of the school.	Increased participation of pupils with SEND in extracurricular activities, educational visits, creative arts, sports and leadership opportunities. Pupil voice demonstrates an increased sense of belonging, confidence and enjoyment of school.
Strong partnerships with families and external professionals improve outcomes for pupils with SEND.	Families engage regularly in SEND forums, reviews and workshops and report that they feel informed, listened to and supported. Recommendations from Speech and Language Therapists, Educational Psychologists and other specialists are implemented effectively and reviewed for impact.
Inclusive learning environments enable pupils to communicate, regulate and learn successfully.	Communication aids, visual supports, sensory adaptations and accessible learning environments are consistently used across the school. Monitoring demonstrates improved pupil independence, engagement and participation.
Enhanced onboarding and transition arrangements ensure pupils with SEND experience successful transitions.	Individualised transition plans are in place where required. Families and receiving settings report positive transition experiences, and pupils settle quickly, demonstrating confidence, wellbeing and readiness to learn.
An inclusive culture is embedded across the school community.	Pupils with SEND make good progress from their starting points, attendance is sustained or improved, exclusions remain low and stakeholder surveys demonstrate that pupils, families and staff feel the school is welcoming, inclusive and committed to enabling every child to thrive.

Evaluation of SEN and Additional Needs Provision

The school's inclusive approach has had a positive impact on outcomes for pupils with SEND and additional needs. Leaders have developed provision that is responsive to individual need, with pupils receiving appropriate adaptations, targeted support and personalised curriculum pathways. The impact of this provision is reflected in pupils' engagement, participation, progress and increasing access to wider school opportunities.

Attainment outcomes for pupils with SEN are a significant strength. At KS2, **52% of pupils with SEN achieved the combined reading, writing and mathematics expected standard**, compared with **24% nationally for pupils with SEN**. This represents a **28 percentage-point positive difference** and demonstrates that pupils with additional needs are achieving considerably better than the national picture for this group. Attainment across individual subjects is also strong, with **60% achieving the expected standard in reading, 60% in writing and 66% in mathematics**.

The school's specialist autism provision has also had a **significant positive impact on pupils with complex additional needs**. The **26 pupils with EHCPs within the provision have made significant progress from their individual starting points**, including in communication, engagement, independence and access to learning. While some pupils are not yet accessing the full KS2 national curriculum, their progress is evaluated against appropriately ambitious individual outcomes and EHCP targets. Pupils access mainstream classes, activities and curriculum opportunities where this is appropriate to their individual needs and readiness.

The school has strengthened its understanding of individual barriers to inclusion. Assessment information, observations, pupil voice, family feedback and professional advice are used to identify needs early and adapt provision. For pupils who communicate non-verbally, staff use appropriate communication approaches to enable pupils to express their views, make choices and participate in school life.

Engagement and participation have improved through increasingly personalised provision. Pupils are supported to participate in learning, enrichment, social opportunities and wider school life at an appropriate level. The school recognises that successful inclusion is not measured solely by access to the mainstream curriculum, but by whether pupils are making meaningful progress, developing independence, building relationships and increasing their participation in school life.

The strategy has been particularly effective where provision is closely matched to individual need and where staff work collaboratively with families and external professionals. Regular review of provision enables adaptations to be made when pupils' needs or readiness change.

What worked well

- Early identification and assessment of SEND needs.
- Personalised curriculum pathways within the specialist autism provision.
- Strong communication and collaboration between class teachers, the specialist provision and families.
- Appropriate access to mainstream lessons, activities and wider school opportunities.
- Targeted communication and independence strategies.
- Effective use of EHCP outcomes to inform provision.