St George's CE Primary School, Clun.

Inclusion Strategy 26-29

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	Nov 2026-Nov 2029
Date this statement was published	Nov 2026
Date on which it will be reviewed	Nov 2027, 28 and 29
Statement authorised by	Rebecca Manning

Statement of intent

At our school, we believe that every child has the right to feel safe, valued, respected and able to achieve their full potential. We are committed to creating an inclusive learning community where all pupils, including those with Special Educational Needs and Disabilities (SEND) and other additional needs, are welcomed, supported and enabled to thrive academically, socially and emotionally.

Our ultimate objective is to ensure that every child has equitable access to high-quality teaching, a broad and balanced curriculum, meaningful participation in school life and the opportunity to develop independence, confidence and resilience. We recognise that inclusion is everyone's responsibility and is embedded in every aspect of school life.

Our inclusion strategy is achieved through a graduated approach that identifies needs early, provides timely support and regularly reviews the impact of interventions. High-quality adaptive teaching remains the foundation of our provision, with targeted and specialist support provided where needed. We invest in staff training, evidence-informed practice and collaborative planning to ensure that teaching meets the diverse needs of all learners. We monitor outcomes carefully to remove barriers to learning and promote positive progress for every pupil.

Our strategy reflects the seven principles of inclusion by:

1. placing children and their individual strengths, needs and aspirations at the centre of decision-making;

2. promoting high expectations and ambitious outcomes for every learner;
3. ensuring equality of opportunity through accessible learning, environments and resources;
4. fostering a sense of belonging where diversity is celebrated and everyone feels valued;
5. working collaboratively with families, external professionals and partner agencies to secure the best possible outcomes;
6. developing inclusive teaching practices that benefit all pupils while responding to individual needs; and
7. continually evaluating and improving our provision through reflection, professional development and pupil outcomes.

Partnership with families is fundamental to our approach. Parents and carers are recognised as experts in their children and are involved throughout assessment, planning and review processes. We actively seek the views of children and families through meetings, surveys, pupil voice activities and informal conversations, ensuring their experiences help shape our inclusive practice.

Our wider school community also contributes to the development of our inclusion strategy. Governors, staff, pupils and external partners work together to review our provision, celebrate successes and identify priorities for improvement. Through strong relationships with local services and community organisations, we provide joined-up support that enables children and families to flourish.

By working together with compassion, ambition and respect, we aim to ensure that every child is known, valued, included and empowered to succeed both now and in the future.

Barriers to learning and participation

	Detail of barrier to learning
1	Inconsistent reading outcomes for some groups of pupils
2	Inconsistent writing outcomes for some groups of pupils
3	Some pupil's engagement and participation in learning
4	Some pupil's lack of aspiration, resilience and understanding of their world
5	Increasing SEMH need
6	Increasing need for early help and limited local services which cannot meet need
7	Attendance of some groups and individuals
8	Increasingly complex needs of children in EY

Activity in this academic year (Summer 25/26 and 26/27)

	Description of activity	Activity type	Total budgeted cost
A	Promotion of reading through increasing the diverse range of texts available for all children in school libraries as well as texts available to support a broad understanding of the world and linked to curriculum areas. (1) Purchase of phonics scheme to enable every child to pass the PSC Year of reading priority. Reading cafe for parents and families. Phonics workshops for parents. Purchase of 50 Recommended Reads for each year group. Principles 2,3, 6 and 7	Universal	953
B	PIRA tests Y1-Y6 to enable close analysis of every child's reading, to target gaps and close them with specific strategies (1) Principles 2, 3, 6 and 7	Universal	531
C	Development of and professional learning focussed on the Talk for Writing approach for all children (2) GDS specific training. Joint moderation of writing across Trust schools Principles 2,3,6 and 7	Universal	531
D	Purchase of Steplab to enable specific guidance for teachers and teaching assistants from YR to Y6, mixed and single age classes to increase pupil engagement in learning. (3)	Universal	597

	Principles 2,3,6 and 7		
E	Purchase of Lyfta to enable pupils to reflect on their own lives, consider their aspirations and to develop an understanding of equality and equity (4) Principles 1,2,3 and 4	Universal	266
F	Whole trust embracing and professional learning based on a trauma informed approach, Paul Dix. This links with the role of our SEND lead for the Trust. Approach to be used to lead behaviour in all primary schools. To be used as a structure for personalised support where needed (5) Principles 1-7	Universal and targeted.	1363
G	Family learning mentor whole trust project. To provide a direct link to local partnerships, to enable effective early help, to promote social prescribing, seek opportunities to collaborate and support families, including through attendance. To be led by experienced FLM. (6) Emotional Literacy Support Assistant (ELSA) role in school. Principles 1, 5 and 7	Universal and targeted	4774
H	Appointment of primary school wide attendance lead (linked to DHMAT Rise hub for attendance and behaviour) to work with all primary schools, focusing on those with barriers to attendance (7) Appointment of school attendance lead to support with regular attendance monitoring and family support Principles 1-5 and 7	Universal and targeted	664

I	Appointment of primary school wide Early Years lead to work with all schools focusing on those with lower GLD over time and/or high needs YR cohorts (8) Engagement in NELI communication and language programme to support learners. Principles 1-7	Universal and targeted	664
			10342

Intended outcomes

	Intended outcome	Success criteria
A and B	Love of reading for all pupils Pupils well prepared for their next stage	100% of pupils say they enjoy reading Statutory data above national overall and for groups Ofsted outcomes for inclusion, curriculum and teaching as well as achievement at expected or better
C	Love of writing for all pupils Pupils well prepared for their next stage	100% of pupils say they enjoy reading Statutory data above national overall and for groups Ofsted outcomes for inclusion, curriculum and teaching as well as achievement at expected or better
D	All pupils say that they enjoy learning and lessons	100% pupils agree Ofsted outcomes for inclusion, curriculum and teaching as well as achievement at expected or better
E	All pupils can talk about their world, one another, difference and respect for all. Pupils seek opportunities to belong, to share and to thrive, to lead and to be a member of a team.	100% pupils agree Bullying is rare Ofsted outcomes for PDWB are at expected or better
F	All pupils enjoy coming to school and make the most of every day.	Behaviour overall and for groups is good. 100% pupils agree 100% staff and parents agree that behaviour is good 100% staff feel supported in managing behaviour

		Suspensions and exclusions are rare. Ofsted outcomes for behaviour are at expected or better
G	Families are included, valued, heard and supported. Early intervention prevents escalation of need and/or harm	100% parents feel valued by school and would recommend the school 100% parents say that when they have a concern school supports them Partnerships with external agencies and local authorities are strong and effective.
H	Staff have clear systems and processes to evaluate attendance All staff see attendance as their job All pupils know that coming to school matters	100% pupils enjoy coming to school Attendance overall and for groups is above national. Persistent absence overall and for groups is below national. Ofsted outcomes for attendance are at expected or better 100% parents feel valued by school and would recommend the school
I	Early years collaboration and shared expertise improves the quality of provision for all	100% EY staff feel that CPD is valuable and effective All schools know how to improve PSED in EY children PSED outcomes for the school improve over 3 years Ofsted outcomes for inclusion and EY are at expected or better

Review of the previous academic year

First year of the strategy.