Inclusion Strategy – Norton Community 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	26/27
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Dawn Joy

Statement of intent

At Norton Community Primary, children come first. We want every child to feel safe, secure and happy, belong in their school community and achieve their best intellectually, physically and socially. We hold high aspirations for all pupils, including those with SEND, and aim for every child to access an ambitious, broad and balanced curriculum and the experiences that help them become confident, communicative and independent.

Norton is a three-form-entry maintained primary school on two sites, with 520 pupils on roll. Our cohort includes pupils with a range of strengths and needs: 16% have SEND, 3% have an EHCP, 15% speak English as an additional language and 18% are eligible for pupil premium. Our communication and interaction satellite provision supports pupils with higher levels of need. We plan support around each pupil's needs and starting points; EAL, disadvantage and SEND are not treated as interchangeable.

Our strategy supports the school development priority of identifying learning gaps early, adapting teaching and provision, and checking whether they make a difference. This follows our improvement cycle: Assess → Identify the Gap → Adapt/Intervene → Practice → Reassess → Evaluate Impact. The activities focus on strengthening consistent, high-quality teaching and inclusive whole-school practice, alongside early, targeted support where the universal offer alone is not enough. They are funded from the school's core

budget, including the notional SEN budget, and the IMF; the school will confirm the actual costs before publication.

The strategy addresses the seven principles of inclusion:

1. ambitious leadership and governance that embeds inclusion
2. evidence-based support prioritising early intervention
3. high quality adaptive teaching with curriculum designed for all learners
4. enriching provision beyond the classroom that all children can access
5. a safe and respectful culture fostering belonging, attendance, and participation in learning
6. strong partnerships with families and wider services
7. inclusive environments with continuous improvements to accessibility

It builds on existing practice, including the school-funded satellite provision, the TES provision map and review cycle involving parents, pupil progress meetings and regular assessment. It also reflects current communication, literacy and numeracy support, sensory provision, Thrive and mental health first aid. These arrangements provide a foundation to strengthen consistency across both sites, rather than presenting existing provision as new. Families are involved through the existing review cycle; their views, alongside pupils' views and staff knowledge, will inform reviews of the strategy and provision. Where additional expertise is needed, the school will work with families to seek appropriate advice and strengthen links with wider services.

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	**Speech, language and communication needs, with limited external support.** Some pupils have needs affecting their understanding, vocabulary, expressive language, social communication or ability to communicate what they know. Limited availability of external support can make timely specialist advice and continuity between home, school and services more difficult. The school therefore needs strong classroom communication practice, early identification and clear review of whether support is helping.

2	**Gaps in foundational knowledge.** Some pupils have gaps in early reading, phonics, fluency, writing, number sense or other prerequisite knowledge. These can make new learning harder to access and may persist if they are not identified precisely and addressed through teaching and practice. Assessment and progress information need to help staff distinguish what pupils have learned from the specific knowledge or skill they still need to secure.
3	**Sensory needs.** Noise, busy spaces, visual demands, transitions and other features of the school environment may make it harder for some pupils to feel regulated, participate or sustain attention. Sensory needs vary between pupils and situations, so the school needs to consider both how spaces are designed and what individual adjustments enable pupils to access learning and school life.
4	**Social, emotional and mental health (SEMH) needs.** Some pupils experience emotional, social or wellbeing barriers that affect their readiness to learn, relationships, engagement, behaviour or attendance. These needs may be expressed in different ways, including withdrawal or difficulty regulating emotions. Understanding the barriers and responding early can help pupils feel safe, participate and remain connected to learning.

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	Activity type	Total budgeted cost
1. Lead and evaluate inclusion through shared assessment and review. Building on the school's existing TES provision map, parent-involved plan–do–review cycle, pupil progress meetings and regular assessment, leaders will strengthen a consistent whole-school process across both sites. Review discussions will use assessment, attendance, participation and relevant pupil, family and staff views to identify needs and barriers early, agree adaptations or support, and check impact. Leaders and governors will review patterns across the school, including for pupils with SEND, EHCPs, pupil premium and EAL, so that decisions respond to evidence and do not assume that these groups have the same needs. This provides a clear line from identified need to provision and review, in keeping with the school's Assess → Identify the Gap → Adapt/Intervene → Practice → Reassess → Evaluate Impact cycle. The Inclusive mainstream fund:	universal	Additional SENCO release time for provision mapping and review meetings £3,500 TES Provision Map assessment tools £500

best practice for schools (DfE) describes cohort analysis and evaluation as ways to embed inclusion; the Guide to implementation (EEF) supports deliberate implementation and review. **Principle: ambitious leadership and governance that embeds inclusion. Barriers addressed: 1, 2, 3, 4**		
2. Strengthen early, precisely matched communication support and partnership. Building on the school's current use of NELI, Talk Through Stories, WELLCOMM and the communication and interaction Den and satellite provisions, this activity will formalise how staff identify communication needs, share useful strategies between relevant staff, and review pupils' response to support. Where a pupil's needs are not met through classroom practice alone, the school will use assessment and the existing plan–do–review process to select and evaluate targeted support, rather than adding an intervention without checking its fit or impact. Families will be involved in reviewing helpful strategies and next steps. Given the reported limitation in external support, the school will seek and use available advice from relevant services and make clear how this informs provision, without assuming that specialist input is immediately available. The Special Educational Needs in Mainstream Schools (EEF guidance report) supports early identification, high-quality teaching and additional support that is matched	targeted	TA release time to deliver WellComm and NELI assessments £2,500 Staff training in communication strategies £3,000

to assessed need. The Resource library for educators (Speech and Language UK) provides education-focused communication resources. **Principles: evidence-based support prioritising early intervention; strong partnerships with families and wider services. Barriers addressed: 1, 2**		
3. Make adaptive teaching and foundational learning more consistent. Building on current Little Wandle teaching and Rapid Catch-up, engagement with the English and maths hubs, Dynamo Maths and early language work, the school will focus on implementing existing approaches consistently rather than introducing a further set of programmes. Assessment will help teachers identify specific gaps in reading, writing and mathematics; teaching will then be adapted through clear explanation, modelling, scaffolding, guided practice and opportunities to revisit and apply foundational knowledge. Staff will use checks for understanding and subsequent assessment to decide whether to reteach, adapt support or extend learning. The focus is to help pupils keep up with new learning wherever possible, and to provide timely additional practice when they need it, without lowering expectations or narrowing access to the curriculum. The Special Educational Needs in Mainstream Schools (EEF guidance report) informs the focus on high-quality teaching and appropriate adaptations for pupils with SEND. **Principle: high quality adaptive**	universal	Staff CPD on adaptive teaching and SEND strategies £5,000 Intervention and adaptive teaching resources £1,000

teaching with curriculum designed for all learners. Barriers addressed: 1, 2		
4. Check and improve access to enrichment beyond the classroom. The school's vision includes rich and enjoyable learning opportunities, and its aims include equal curriculum access and preparation for life in a multicultural society. This activity will formalise a check of trips, clubs, events and other enrichment opportunities to identify barriers to participation before they arise. Staff will consider communication, sensory, emotional, physical and practical access needs, plan reasonable adjustments, and make participation arrangements clear to families. Pupil and family feedback, including feedback from pupils who do not take part, will inform improvements. This is intended to make wider school life accessible, not simply to record attendance at activities. The Inclusive mainstream fund: best practice for schools (DfE) includes accessible and enriching provision beyond the classroom as an area for inclusive investment. **Principle: enriching provision beyond the classroom that all children can access. Barriers addressed: 1, 3, 4**	universal	Inclusion support for educational visits and residentials £5,000 Pupil voice and participation activities £500
5. Strengthen belonging and attendance through early, barrier-aware support. Building on the school's stated attendance priority, this activity will develop regular analysis of attendance and persistent	universal	Attendance monitoring and pastoral check-ins £2,000

absence, including for disadvantaged pupils and other vulnerable groups. When attendance concerns emerge, staff will seek to understand the reasons with the pupil and family and agree timely, proportionate support. Where appropriate, the school will use Early Help and work with relevant partners. The approach will connect attendance with pupils' sense of safety, relationships, wellbeing and participation, rather than treating absence in isolation. Leaders will review the attendance response and pupil and family feedback to identify what is helping pupils reconnect with school. The Attendance toolkit for schools (DfE) informs the use of attendance analysis, early response and work with families. **Principles: a safe and respectful culture fostering belonging, attendance, and participation in learning; strong partnerships with families and wider services. Barriers addressed: 3, 4**		Family support meetings and Early Help liaison time £750 Attendance rewards £500
6. Continue improving sensory accessibility and regulation across both sites. Building on the current low-stimulation environment focus, sensory resources and circuits for targeted pupils, and the existing Thrive and mental health first aid offer, the school will review how the physical environment and everyday routines support access and regulation. Staff will consider sensory demands in classrooms and shared areas, transitions and predictable routines, and use pupil and family views to identify practical improvements.	universal	Environmental adaptations and visual supports £1,000 Sensory and regulation resources for classrooms £1,500

Existing individual sensory support will continue to be reviewed against need and its effect on engagement and access to learning. Any calming or sensory support will be purposeful and supportive, with a focus on helping pupils participate and return to learning. The Inclusive mainstream fund: best practice for schools (DfE) highlights environments designed to minimise distraction and meet sensory and regulatory needs. **Principle: inclusive environments with continuous improvements to accessibility. Barriers addressed: 3, 4**		

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
Needs are identified early and decisions about support are informed by evidence. The whole-school assessment and review cycle will help staff identify barriers, agree a response and evaluate whether it is working.	By July 2027, leaders can evidence regular review of progress, attendance and participation, and use relevant pupil and family views to refine provision. Pupil progress meetings and the TES provision map record identified needs, agreed actions, review points and the impact of support. Leaders review patterns across relevant groups and use findings to inform improvement decisions.
Pupils with communication needs make progress and participate more confidently. Earlier identification, consistent communication strategies and, where needed, targeted support	By July 2027, assessment and review records show progress from identified starting points for pupils receiving communication support. Review evidence records whether agreed strategies are being used in relevant settings and whether

will strengthen pupils' communication and access to learning.	communication, engagement and participation in learning have improved. Families are included in reviews and the school records actions taken where further advice or support is needed.
Pupils who have gaps in foundational knowledge make measurable progress from their starting points. Consistent adaptive teaching and timely, well-matched practice will help pupils secure prerequisite knowledge and access subsequent learning.	By July 2027, assessment information in reading, writing and mathematics shows progress from individual starting points for pupils identified as not on track. School assessment and pupil progress records show that gaps are identified, teaching or support is adjusted, and pupils' learning is reassessed. Phonics and reading-fluency assessments are used to check progress for pupils receiving relevant support.
More pupils can access and participate in enrichment opportunities. Advance planning and appropriate adjustments will reduce barriers to trips, clubs and wider school events.	By July 2027, the school has reviewed access arrangements for its trips, clubs and events and recorded adjustments made where barriers are identified. Participation information and pupil and family feedback are reviewed to identify whether pupils who previously faced barriers are able to take part and what further changes are needed.
Pupils feel a stronger sense of safety and belonging, and vulnerable groups' attendance improves. A timely, relationship-based response will help pupils participate in learning and maintain connection with school.	By July 2027, attendance analysis shows overall attendance at least in line with national figures and a measurable reduction in persistent absence, particularly among disadvantaged pupils and other vulnerable groups, in line with the school's improvement priority. For pupils receiving attendance support, the school records actions with families, any Early Help or partner involvement, attendance review outcomes and relevant pupil voice. Behaviour, engagement and belonging information is reviewed alongside attendance.

Sensory and regulatory barriers are identified and addressed more consistently. Improvements to environments, routines and individual support will help pupils feel ready to learn and participate.	By July 2027, the school has reviewed sensory accessibility across both sites and recorded environmental or routine changes made in response to identified needs. For pupils receiving individual sensory support, review records show progress against agreed indicators such as engagement in learning, participation, transitions and regulation, and inform whether support should continue or change.