Inclusion strategy statement

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	2026-28
Date this statement was published	24.11.26
Date on which it will be reviewed	November 2027
Statement authorised by	Karen Hague
Inclusive mainstream funding (IMF)	£13,731 + £1,810 for Early Years (Nursery)

Statement of intent

We want Scholes (Elmet) Primary to be a happy and healthy place to learn **for everyone**. Our inclusion strategy contributes to achieving this vision for all our pupils. It is designed to strengthen inclusion for all pupils through investment in whole-school approaches and to support the development or delivery of early, evidence-based support for children with SEND:

- whole-school approaches which build a strong universal offer that embeds inclusion within the core school offer and has a positive impact in some way; for example, on attainment, progress in learning, wellbeing, belonging and engagement
- for children who are at risk of falling behind in their learning, the delivery of early, effective, targeted support for those who need it, without the need for formal assessment or diagnosis

We use inclusive mainstream funding (IMF) to help us meet this aim. The funding itself is relatively small. However, inclusive activity is funded by the school's core funding allocations, including the notional SEN budget calculated and communicated by Leeds City Council, as well as the IMF. Actions set out in our Pupil Premium Strategy Statement also contribute – there is a significant overlap with the inclusive Strategy and the Pupil Premium Strategy.

Department for Education guidance advises schools to focus on strengthening their universal offer by building on existing practice so more needs can be met earlier before the need for targeted support arises.

The guidance sets out guidance for schools to use their IMF allocation and other funding to help build a strong universal offer in line with seven principles of inclusion:

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

In our approach to planning and executing this strategy, we follow these seven principles.

Our strategy prioritises the development of a strong universal offer that meets the needs of the vast majority of learners through adaptive teaching, trauma-informed practice, effective behaviour support and an inclusive learning environment. Where pupils require additional support, targeted interventions and specialist services are used to ensure that barriers to learning are addressed early and effectively.

The strategy has been developed using evidence-informed practice, including the Education Endowment Foundation's implementation guidance which sets sets out evidence-based approaches to inclusive teaching, and the Department for Education's Attendance Toolkit for Schools, which details ways in which schools have created a supportive school environment

We work closely with pupils, families, staff, governors and external agencies to ensure inclusion remains at the heart of all decision-making and school improvement priorities.

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
1	Approximately 15% children who have SEND are also in receipt of pupil premium funding. This represents a compound disadvantage and potentially additional barriers.
2	On entry to school in the Early Years, pupils frequently have low levels of communication and language skills alongside social and emotional delay. This is growing trend over time.
3	Social, Emotional and Mental Health (SEMH) needs, including emotional regulation, anxiety, attachment needs and behaviour that may present as a barrier to learning and participation.
4	Related to barrier 3, some pupils may be at risk of not attending school.

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	Barrier and activity type	Total budgeted cost
Increase capacity of SEND team Enable more time out of class to assure high quality targeted support across school. **Evidence: EEF guidance report:** Special Educational Needs in Mainstream Schools (recommendations 1, 2)	targeted	£28,534 (part-funded by Pupil Premium)
CPD for teachers: SEND To raise awareness and understanding of increasingly complex needs, put in place a series of CPD sessions for teachers and support staff. **EEF evidence toolkit:** - Individualised instruction **EEF evidence guidance report:** - Effective professional development **DfE evidence:** - Standards for Teachers Professional Development	targeted	£1,080
Revised SEND paperwork and procedures To support teachers to identify emerging needs as early as possible and ensure a graduated response is more effective with more pupils. To ensure all staff are more effective in assessing risk and identifying early triggers for individuals. **Evidence:** SEND Code of Practice **Evidence: EEF guidance report:** Special Educational Needs in Mainstream Schools (recommendations 2) **EEF evidence toolkit:** Social and emotional learning Behaviour interventions	targeted	£720

High adult-pupil ratio for targeted inclusion support Maintain staffing levels for pupils with complex needs to enable inclusion. **Evidence: EEF guidance report:** Deployment of Teaching Assistants (recommendations 1, 2) SEND Code of Practice	targeted	£94,304
Early Years CPD for practitioners: Self-regulation and executive function Design, deliver and implement CPD which focusses on executive functioning skills and which prioritises pupils' self-regulation. **EEF evidence toolkit:** Self-regulation and executive function	universal	£275 (part-funded by Pupil Premium)
Early Years CPD for practitioners: High quality interactions Design, deliver and implement CPD which focusses on promoting high quality interactions. **Evidence: EEF Early Years toolkit:** Communication and language approaches	barrier 2 universal	£275 (part-funded by Pupil Premium)
Develop The Nest Develop a space for targeted pastoral support and play-based activities with some therapeutic benefits. **Evidence:** Inclusion bases in schools guidance	targeted	£500 (part-funded by Pupil Premium)
Commission North East Primary Area Inclusion Partnership (NEPAIP) NEPAIP will support children with complex needs who may be at risk of missing school for any reason, including Social and Emotional Mental Health needs. **Evidence:** SEND Code of Practice	targeted	£1,750
Social and emotional learning Invest in leadership time to complement a scheme to support pupils around mental health through taught sessions ('Feelings First'). This will be to provide individualised mental health and wellbeing 'check-ins' which focus on self-awareness and self-management skills; social awareness and relationship skills; and the ability to make responsible decisions. **EEF evidence toolkit:** - Social and emotional learning **EEF evidence guidance report:**	universal and targeted	£4,738

Improving Social and Emotional Learning in Primary Schools		

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
Due to training, including around SEND, teachers demonstrate astute, precise teaching that contributes to at least effective provision across school, including for pupils with SEND	- Pupils are engaged in learning and can explain what they are learning and why. - Lessons routinely include clear explanations, effective questioning, modelling and appropriate scaffolding. - Pupils receive timely feedback that helps them improve their work. - Learning walks and book scrutinies provide evidence of consistent implementation of training across classes. - Staff surveys indicate increased confidence and competence in the areas covered by training. - Pupil progress data shows at least expected progress for pupils with SEND.
In Early Years, pupils have strong foundations for learning	- Monitoring shows adults consistently support high quality interactions using ShREC and other techniques - All pupils make at least expected progress around communication and language - Pupils achieve a Good Level of Development at the end of Early Years - Where they do not meet either of these criteria, there is a clear context and the individual(s) are making rapid progress to catch up
Pupils with SEND access learning successfully and make progress	- Assessments recorded in inclusion documents and/or central tracking system show at least expected and sometimes rapid progress. - Monitoring including learning walks and pupil voice evidence effective use of adaptive teaching strategies in all classrooms.
Early identification and targeted support mean that pupils' needs are addressed promptly and effectively.	- All inclusion documents are completed with precision and comprehensively (eg including meeting with parents/carers, pupil voice, SMART targets. - Monitoring including learning walks evidence that individualised plans are implemented effectively in all classrooms.

Development of The Nest / The Den means that more children with complex needs are able to access learning more of the time.	- Individualised timetables are in place, including access to more structured activities. - Monitoring shows adults supporting children well so children are regulated and engaged in learning activities.
By the end of the academic year, pupils receiving targeted support demonstrate improved emotional literacy, resilience and self-regulation.	- Pupil voice: individuals tell us they feel happy and healthy in terms of attitudes to school, relationships and their self-perception. - Behaviour records demonstrate improvements if previously high or of concern. - Staff observations of pupils' attitudes and behaviour in class. - Attendance improves where applicable