



Inclusion Strategy – Pensans CP School

Three Year Strategy – Year One

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	2026-2029
Date this statement was published	01.09.26
Date on which it will be reviewed	01.09.27
Statement authorised by	Niki Ambrose

Statement of intent

At Pensans CP School, we believe that every child belongs, every child matters and every child can succeed. Inclusion is not something we do for a few children; it is the foundation of how we work, teach and build relationships across our whole school community. We are committed to creating a school where all children, including those with SEND, SEMH needs, disadvantage or vulnerability, feel safe, valued, understood and able to thrive.

Our vision is that every pupil leaves Pensans with the knowledge, skills, confidence and self-belief to fulfil their potential. We want all children to experience success, develop meaningful relationships and feel a strong sense of belonging. We are ambitious for every learner and believe that additional needs should never lead to lowered expectations. Instead, we work to identify and remove barriers so that all pupils can access a rich curriculum and participate fully in every aspect of school life.

Our inclusion strategy is built on high quality, adaptive teaching. We know that the most effective support begins in the classroom, where strong relationships, clear routines, thoughtful adaptations and excellent teaching help pupils to achieve alongside their peers. We identify needs early, respond proactively and use a

graduated approach to ensure support is timely, purposeful and effective. We believe that no child should have to "wait to fail" before receiving help.

Our approach reflects the seven principles of inclusion:

Belonging: every child is a valued member of our school community.

High expectations: all pupils are entitled to ambitious learning and opportunities.

Early identification and intervention: needs are recognised and addressed quickly.

Participation: pupils are supported to engage fully in learning, enrichment and leadership opportunities.

Partnership: families are respected as experts in their children and are central to decision making.

Collaboration: staff, external professionals and the wider community work together to secure positive outcomes.

Continuous improvement: we evaluate our practice, learn from evidence and invest in ongoing professional development.

Our inclusion strategy has been shaped through ongoing dialogue with pupils, families, staff, governors, the local authority and partner agencies. The values within our Inclusion Charter reflect what our community believes matters most: trusting relationships, equity, emotional safety, high quality teaching and shared responsibility for every child's success.

At Pensans, inclusion is everyone's responsibility. Together, we are committed to building a school where differences are respected, barriers are reduced and every child is known, valued and supported to flourish.

We believe inclusion is successful when every child feels they belong, is able to participate fully in school life and achieves the best possible outcomes from their individual starting point.

We measure inclusion success through the progress, participation and wellbeing of our pupils. Success is evident when children feel they belong, attend well, engage positively in learning, make meaningful progress from their starting points and participate fully in all aspects of school life. We use attainment data, pupil voice, attendance, behaviour and wellbeing indicators, participation in enrichment opportunities, family feedback and outcomes from individual support plans to evaluate our impact. We regularly review this evidence to ensure barriers are

reduced, support remains effective and every child is enabled to thrive academically, socially and emotionally.

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 SEMH, anxiety and emotional regulation needs Pensans has seen a growing number of pupils requiring support with emotional regulation, wellbeing, anxiety, resilience and social relationships. Many pupils present with needs linked to trauma, adverse childhood experiences, family vulnerability or mental health challenges. There is also an increasing prevalence of pupils who mask difficulties in school, meaning concerns can be hidden until needs become more significant. These barriers can affect attendance, engagement, behaviour for learning, confidence and readiness to learn.
2	Communication, language and interaction needs An increasing number of pupils require support with speech, language, vocabulary development, listening, understanding, social communication and interaction. Some pupils enter school with language skills below age-related expectations, while others present with more complex communication and interaction needs, including autism-related differences. These needs can create barriers to accessing the curriculum, developing friendships, expressing understanding and achieving independence. The presence of the Communication & Interaction ARB further reflects the school's growing expertise in supporting increasingly complex communication needs across both ARB and mainstream provision.
3	Attendance, disadvantage and family vulnerability Some pupils experience barriers linked to disadvantage, low attendance, family circumstances, housing instability, safeguarding concerns or involvement with external agencies. These factors can affect access to learning, emotional wellbeing, participation and long-term outcomes. Pensans works closely with families and external professionals to reduce these barriers and strengthen engagement with school.
4	Literacy, language and learning readiness Some pupils require additional support to develop early reading, phonics, vocabulary, memory and learning behaviours. These barriers may be linked to SEND, disadvantage, interrupted learning or developmental needs and can affect progress across the wider curriculum.

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Sensory processing and neurodiversity needs

An increasing number of pupils require adaptations linked to sensory processing, attention, executive functioning, autism and wider neurodiverse profiles. These pupils benefit from structured routines, visual supports, sensory regulation strategies and adaptive teaching to ensure they can access learning successfully.

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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 <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 £9,742.00 and core budget allocations)?</i> Planned Expenditure
Further develop whole-school adaptive teaching through WalkThrus, coaching, learning walks and CPD focused on scaffolding, explicit instruction, structured talk, flexible grouping and reducing cognitive load. Addresses Barriers 1, 2, 4 and 5.	Universal	£2,000
Strengthen communication and language provision through communication-friendly classrooms, SALT-informed strategies, vocabulary-rich teaching, visual supports and targeted language interventions. Addresses Barriers 2 and 4.	Universal & Targeted	£6,000
Expand SEMH and regulation provision through Emotion Coaching, PACE, Forest School, nurture groups, therapeutic approaches, sensory regulation strategies and trusted adult support.	Universal & Targeted	£2,500

Addresses Barriers 1 and 5.		
Strengthen attendance, inclusion and family support through enhanced pastoral provision, attendance mentoring, Early Help engagement, transition support and targeted family interventions.	Universal & Targeted	£2,000
Addresses Barriers 1 and 3.		
Further develop phonics, reading fluency, vocabulary development and pre-teaching approaches through evidence-based interventions and teacher-led support.	Universal & Targeted	£5,000
Addresses Barrier 4.		
Improve inclusive learning environments through visual timetables, communication aids, sensory toolkits, now/next boards, environmental audits and classroom adaptations.	Universal	£1,500
Addresses Barriers 2 and 5.		
Develop staff expertise in autism, sensory processing, executive functioning, communication and adaptive teaching through specialist CPD and ARB outreach support.	Universal	£2,500
Addresses Barriers 2 and 5.		
Strengthen parent partnerships through SEND coffee mornings, information sessions, transition workshops, family guidance materials and improved signposting to wider services.	Universal	£1,500
Addresses Barriers 1, 2 and 3.		

Continue to develop targeted interventions including phonics catch-up, reading fluency, social communication, emotional literacy, precision teaching and regulation support, with robust entry and exit data. Addresses Barriers 1, 2 and 4.	Targeted	£5,000
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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
Pupils feel a strong sense of belonging, safety and inclusion within the school community.	Pupil voice demonstrates that pupils feel safe, respected and valued; participation in clubs, trips and enrichment is maintained or increases; attendance improves for identified groups.
Staff consistently deliver high-quality adaptive teaching that removes barriers to learning.	Learning walks, lesson observations and provision reviews demonstrate consistent use of adaptive teaching, scaffolding, structured talk, visual supports and inclusive classroom routines.
Communication, language and interaction needs are identified and supported earlier and more effectively.	Assessment information, intervention outcomes and teacher observations demonstrate improvements in communication, vocabulary, understanding, participation and independence.
Pupils with SEMH and emotional regulation needs demonstrate improved engagement and wellbeing.	Reduced incidence of dysregulation, improved attendance, positive behaviour for learning, increased engagement and positive pupil wellbeing measures.

Attendance improves for vulnerable pupils and those facing disadvantage-related barriers.	Persistent absence reduces, attendance improves for targeted groups and families engage positively with planned support and intervention.
Pupils make strong progress in literacy, language and learning readiness.	Phonics, reading fluency, vocabulary and curriculum assessment data demonstrate improved outcomes and narrowing gaps from starting points.
Pupils with sensory and neurodiverse needs successfully access learning and develop greater independence.	Learning walks, pupil voice and provision reviews demonstrate increased engagement, participation, self-regulation and independence across school life.
Families report confidence in the school's inclusive practice and partnership working.	Family feedback, surveys and reviews demonstrate high levels of trust, engagement and satisfaction with support provided.
Pupils with SEND make meaningful academic, social and emotional progress from their individual starting points.	Progress data, ILP reviews, EHCP outcomes, intervention reviews and pupil progress meetings demonstrate sustained progress over time.
Inclusive systems are embedded, sustainable and aligned with the seven principles of inclusion.	Monitoring, self-evaluation, staff feedback and leadership reviews demonstrate consistent implementation of inclusive practice across the school.

Review of the previous academic year

From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.

To support this, you should use:

- *Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.*

Further information (optional)

Pensans CP School serves a diverse community with a range of strengths, needs and experiences. Currently, 55% of pupils are identified as having SEND, 61% are eligible for Pupil Premium funding and the school serves a community with a deprivation index ranking of being in the top 10% most deprived areas in England. In addition, the school hosts a Communication and Interaction Area Resource Base (ARB), further strengthening its capacity to support pupils with a wide range of communication, interaction and neurodiverse needs.

Analysis of school data, pupil voice, family feedback and professional advice shows that the most significant barriers to learning and participation for our pupils relate to social, emotional and mental health needs, communication and language development, attendance and vulnerability, literacy and learning readiness, and sensory and neurodiverse needs. These barriers often overlap and can have a cumulative impact on pupils' achievement, wellbeing, attendance and participation in school life.

As a result, our inclusion strategy prioritises high-quality adaptive teaching, early identification and intervention, strong relationships, communication and language development, emotional wellbeing, attendance, family partnership and inclusive learning environments. While targeted interventions remain important for some pupils, our primary focus is on developing a strong universal offer that enables all children to access learning, participate fully and experience success alongside their peers.

The strategy reflects the seven principles of inclusion and has been shaped by ongoing engagement with pupils, families, staff, governors, Trust colleagues, the local authority and partner agencies. It builds on existing strengths within the school, including relational practice, Forest School provision, multi-agency working,

specialist ARB expertise and a shared commitment to belonging, equity and high expectations for every child.

We recognise that inclusion is not the responsibility of any one person or team. It is a whole-school commitment that underpins our culture, curriculum and decision-making. Through this strategy, we aim to ensure that every pupil is known, valued, included and supported to flourish academically, socially and emotionally.

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