Inclusion Strategy- Swanton Morley VC Primary School.

Before completing this template, read DfE's Developing an inclusion strategy using the IMF for school leaders.

Schools can use this template to help them develop their inclusion strategy, which must be published on their school website by 31 December every academic year.

Before publishing your completed statement, delete the instructions (text it italics) in this template, and this text box.

Inclusion Strategy – Swanton Morley VC 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	03/09/2026
Date this statement was published	03/09/2026
Date on which it will be reviewed	01/07/2027
Statement authorised by	E.Kearse M. Richards

Statement of intent

You may want to include information on:

- *your ultimate objectives for whole-school inclusion and meeting the needs of your pupils with additional needs and SEND*
- *how your inclusion strategy works towards achieving these objectives*
- *how the 7 principles of inclusion are addressed in your inclusion strategy*

- *how you have worked with families and the wider school community to develop your inclusion strategy*

We suggest that you keep your statement to 500 words or below to ensure that it remains concise and purposeful. You should write in an accessible style, allowing children, young people, and parents to gain an understanding of the school's overarching aims.

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	**Cognition and Learning Gaps & Adaptive Teaching Consistency:** Cognition and Learning remains the largest primary area of need across our school, accounting for 42% of the pupils on our SEND register. While internal data shows learners are making progress from their individual starting points, there remains an ongoing attainment gap compared to non-SEND peers. Our end-of-year review highlights a critical need to fully embed high-quality adaptive teaching strategies consistently within every classroom to eliminate barriers to curriculum access.
2	**Communication and Interaction Barriers:** Communication and Interaction needs represent the second largest profile within our SEND cohort, affecting 32% of our registered pupils. There is a persistent demand for robust early language development, speech and language support and communication-friendly learning environments across both key stages to ensure these pupils can actively participate in daily lessons alongside their peers.
3	**Social, Emotional, and Mental Health (SEMH) & Self-Regulation Needs:** A significant portion of our SEND register consists of pupils with primary SEMH needs (26%). Trends demonstrate an increasing complexity surrounding emotional regulation, anxiety and concentration. Meeting these needs effectively requires dedicated universal and targeted frameworks to build emotional resilience and support independent self-regulation throughout the wider school day.
4	**Independence Deficits and Underutilization of Assistive Technology: Our** recent strategic review explicitly identified a specific barrier regarding pupils'

	independence and self-regulation across the curriculum. To overcome this barrier and facilitate independent learning, we need to significantly increase the effective use and everyday integration of assistive technology and specialized software within our universal core classroom offer.

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.

- **Barrier 1: Cognition & Learning Needs** (Accounting for 42% of your SEND register, requiring deeply embedded adaptive teaching).
- **Barrier 2: Communication & Interaction Needs** (Accounting for 32% of your cohort, requiring communication-friendly environments and early language support).
- **Barrier 3: Social, Emotional, and Mental Health (SEMH)** (Accounting for 26% of your cohort, requiring enhanced emotional regulation and independence).
- **Barrier 4: Gaps in Assistive Technology & Independence** (Identified in your evaluation as an area needing strategic development to foster autonomous learning).

Description of activity	Activity type	Total budgeted cost
Develop Communication and Interaction provision through WellComm screening, speech and language interventions, communication-friendly classrooms, visual timetables, Widgit symbols, vocabulary pre-teaching, communication boards and structured language programmes. Staff implement recommendations from Speech and Language Therapy to improve pupils' understanding, expressive language and classroom participation. **(Barrier 2)**	Universal and Targeted	£10,293.70

Strengthen Cognition and Learning provision through adaptive teaching, dyslexia-friendly classrooms, precision teaching, structured literacy interventions, adapted maths resources, writing supports and scaffolded learning to improve progress and independence for pupils with learning needs, which account for 42% of the school's SEND register. **(Barriers 1 and 4)**	Universal and Targeted	£4,309.00
Develop Social, Emotional and Mental Health provision through nurture approaches, emotional regulation strategies, sensory circuits, Zones of Regulation, social communication groups and pastoral interventions. Provision aims to improve emotional wellbeing, attendance, engagement, self-regulation and independence for pupils whose SEMH needs present barriers to learning. **(Barriers 3 and 4)**	Universal and Targeted	£3,165.00
Provide sensory and physical resources including ear defenders, sensory equipment, adapted seating, movement resources and classroom adaptations to remove barriers to learning, improve regulation and support pupils to become increasingly independent learners. **(Barriers 3 and 4)**	Universal	£245.00
Develop staff expertise through specialist services including Educational Psychology, Speech and Language Therapy, Occupational Therapy, School to School Support, CAMHS, the Inclusion Team and	Universal and Targeted	Included within staffing and core SEND budget

Access Through Technology. Recommendations are embedded into everyday classroom practice to strengthen universal provision and improve outcomes for pupils with SEND. **(Barriers 1, 2, 3 and 4)**		
Strengthen partnership working with families and transition arrangements through termly SEND review meetings, annual reviews, enhanced transition visits, personalised transition plans, pupil passports and collaborative planning with parents and receiving schools. This ensures continuity of provision, early identification of need and successful transitions between classes and key stages. **(Barriers 2, 3 and 4)**	Universal	Included within staffing allocation

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
High-quality adaptive teaching is consistently embedded across the school to meet the needs of pupils with Cognition and Learning needs **(Barrier 1)**.	Learning walks, lesson observations and book scrutiny demonstrate that adaptive teaching strategies from the Graduated Provision Map are consistently evident in at least **90% of classrooms**. Staff confidently adapt teaching to meet a range of learning needs.
Communication-friendly classrooms are consistently established across the school to improve access for pupils with Communication and Interaction needs **(Barrier 2)**.	Every classroom consistently uses agreed communication supports, including visual timetables, vocabulary pre-teaching and visual resources where appropriate. Pupil voice and monitoring show improved

	engagement, understanding and participation.
Early identification of additional needs continues to improve.	WellComm screening, teacher assessments, pupil progress meetings and SEND referrals demonstrate that pupils requiring additional support are identified promptly and receive appropriate intervention through the Assess, Plan, Do, Review process.
Pupils with SEND demonstrate improved engagement, independence and participation in lessons **(Barriers 1–4).**	Pupil voice, learning walks and classroom observations show increased independence, reduced reliance on adult support where appropriate and improved participation in whole-class learning.
Pupils with Social, Emotional and Mental Health needs demonstrate improved emotional regulation and readiness to learn **(Barrier 3).**	Behaviour records indicate a reduction in dysregulation incidents requiring adult intervention. Attendance, engagement and participation improve for identified pupils. Pupil voice shows that children feel safe, supported and included within school.
Staff confidence in supporting pupils with SEND continues to increase.	Staff surveys demonstrate increased confidence in adaptive teaching, communication strategies, sensory regulation and inclusive practice. All teaching staff participate in planned SEND professional development throughout the academic year.
Assistive technology is embedded within classroom practise to promote independence **(Barrier 4)**	Microsoft accessibility tools, assistive technology and alternative recording methods are routinely used where appropriate. Monitoring shows increased pupil independence and reduced barriers to recording and accessing learning.
Evidence-informed interventions lead to improved outcomes for pupils requiring targeted support.	Intervention entry and exit assessments demonstrate measurable progress for the majority of pupils. Provision reviews show

	interventions are adapted or discontinued based on evidence of impact.
Parents and carers continue to work in partnership with the school to support their child's learning.	Attendance at SEND review meetings remains high. Parent questionnaires indicate that the majority of families feel well informed, involved in decision-making and confident that their child's needs are being met.
Pupils with SEND participate fully in all aspects of school life.	School records show that pupils with SEND access educational visits, clubs, enrichment opportunities and leadership roles alongside their peers. Pupil voice demonstrates a strong sense of belonging within the school community.
Outcomes for pupils with SEND continue to improve from their individual starting points.	Internal assessment data demonstrates that all of pupils with SEND make expected or better progress towards their individual targets. Progress is monitored through termly pupil progress meetings and the Assess, Plan, Do, Review cycle.
The school's inclusive practice continues to develop through effective leadership and quality assurance.	Monitoring activities, including provision mapping, learning walks, intervention reviews and governor reports, demonstrate that the Graduated Provision Map is implemented consistently and informs continuous improvement across the school.

Review of the previous academic year

During the previous academic year, Swanton Morley VC Primary School strengthened its inclusive practice by embedding a graduated approach to SEND, focusing on high-quality adaptive teaching, earlier identification, and staff confidence. Progress was rigorously evaluated through lesson observations, learning walks, book scrutinies, pupil progress meetings, data tracking (including PiXL and KS2 outcomes), pupil voice, and

parent feedback. A major highlight was the successful rollout of our new IEP format and targeted training on SMART outcomes, which boosted staff confidence in target-setting and drove stronger parental buy-in. Universal provision improved through consistent adaptive teaching strategies, visual timetables, communication supports, and sensory resources, allowing staff to identify and remove barriers before launching targeted interventions. Furthermore, early identification was enhanced through WellComm screening, dyslexia assessments, INDES tools, and close collaboration with external specialists such as SALT, Educational Psychology, and Occupational Therapy.

Targeted interventions successfully supported pupils in developing literacy, numeracy, communication, and emotional regulation, with most learners making measurable progress from their individual starting points. While attainment gaps remain when measured against national and local authority averages in reading, writing, and mathematics, pupils demonstrated marked improvements in confidence, resilience, independence, and classroom participation. Attendance and engagement remained positive, supported by personalized plans where needed, and pupils with SEND participated fully in educational visits, clubs, and wider school life, fostering a strong sense of belonging. Parents and carers played an active partnership role through termly IEP reviews and annual evaluations, expressing strong satisfaction with home-school communication and the clarity of the revised IEP targets.

Our annual review identified key strengths, including greater consistency in classroom practice, robust early identification, and heightened staff confidence. However, we recognize that ongoing development is required to ensure adaptive teaching is embedded in every classroom, to expand the effective use of assistive technology, and to further foster pupil independence and self-regulation across the curriculum. Building on our 2025–2026 data profile—where 30 pupils (18% of the school population) were on the SEND register, comprising Cognition and Learning (42%), Communication and Interaction (32%), and SEMH (26%)—Swanton Morley will continue prioritizing communication-friendly environments, evidence-informed interventions, and collaborative partnerships to ensure every child accesses an ambitious curriculum and achieves their potential.