Stopsley Community
Primary School and Nursery

Inclusion Strategy

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 SEND budget) and the inclusive mainstream fund (IMF).

Strategy overview

Detail	Date
Academic year/s that our current inclusion strategy covers	2026/2027
Date this statement was published	November 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Richard Fordham (Head teacher) Lyndsey Higgins (SENDCo) Kylie Barao-Feliciano (SENDCo)

Inclusion and strategy funding

Notional SEND Budget Allocation 2026/27	Additional expected top-up funding from LBC	Total funding
£417,388	£178,097	£595,485

Stopsley's approach to learning

We are committed to ensuring that every child will achieve their full potential, to feel valued, included and empowered to succeed.

We recognise that not all children have the same starting points, experiences and have differing needs. Through promoting inclusion for all, we provide the very best educational experience and support pupils academic, social, emotional and personal development through our innovative approach to our curriculum. Our curriculum is tailored to meet the needs of the children at Stopsley and it reflects the school's motto and values.

Stopsley Community Primary School and Nursery's motto is:

Inspiration - Aspiration - Excellence





Statement of Intent

At Stopsley, we have high expectations for all pupils, regardless of the barriers they face. Our ultimate objective is to create a school where every child belongs, participates and thrives. We recognise that every child is unique and that effective inclusion requires us to understand individual strengths, identify barriers early and provide the support needed for every pupil to succeed.

Our inclusion strategy is built upon Quality First Teaching, early identification of need, responsive intervention, strong pastoral support and inclusive classroom practice. Guided by the SEND Code of Practice and the Equality Act, we identify needs early and respond with precision.

Our approach is underpinned by the **seven principles of inclusion**:

Principle of inclusion	Current Practice	School Development Plan
Ambitious leadership and governance that imbeds inclusion	-SENDCOs hold SEND qualification (NASENCO) -SENDCOs attend SLT meetings when appropriate -SENDCOs have termly meetings with head teacher -SENDCOs have regular meetings with safeguarding lead to ensure effective communication for our most vulnerable children -SEND link governor meetings held -Training delivered to all staff with a focus on inclusion and the needs of our school -Regular monitoring including book looks, lesson observations, data analysis and voice from key stakeholders -INSET days, weekly staff training for both class teachers and TAs on a range of topics	-Leaders analyse assessments and carry out observations of lessons / interventions to identify gaps quickly -Staff receive CPD on a range of learning difficulties -Embed AP in KS1/2 (Owls) with clear guidelines, providing 'bitesize' NC lessons -SEND / PP chn supported well by TAs -SENDCOs and PP Lead carry out regular learning walks with a focus on adaptations, scaffolding and conferencing for SEND and PP chn -SENDCOs and PP Lead share best practice through CPD and briefings -SENDCOs analyse small-step progress data for all pupils including those with SEND -PP Lead analyses data and delivers appropriate 1:1 CPD for CTs / TAs -Link governor role for vulnerable groups (particularly SEND and PP) in place. -Leaders meet with governors and report to them regularly, ensuring they know the school's strategy / progress made -TA voice held for SEND and actions addressed -SENDCOs gather parent voice on SEND provision and absenteeism
Evidence-based support prioritising early intervention	-Referral processes in place for children who begin early years. Home visits and initial observations are completed when children start our school, ensuring early identification -Graduated Approach (APDR) implemented in all year groups from nursery to year 6 through interventions, Pupil Passports, IEPs, PSPs and EHCPs -Termly pupil progress meetings to identify children who may be displaying signs of requiring additional support -The interventions provided in school are high quality and have measurable impact recorded	-SEND referral form requests are responded to within time frame shared -All IEPs continually match EHCP guidance and have clear SMART targets which are shared with parents -Pupil target plans (IEPs, Pupil Passports; RADY targets, etc) are monitored rigorously by leaders, ensuring they follow the Graduated Approach IAPDR) -Pupil progress meetings include review of attendance and planning of provision / intervention for all vulnerable groups

High quality adaptive teaching with curriculum designed for all learners	-All National Curriculum subjects have a subject leader -Leaders complete 'monitoring and evaluation logs' for their subject areas -Members of the Senior Leadership Team (SLT) have oversight of all subject leadership -Long-term plans are created by the curriculum team and updated regularly. All class teachers and subject leaders have input in the mapping of subject areas -Data is collected termly and analysed by subject leaders -Knowledge and skills documents are available for all subjects that show progression of learning -Teachers utilise adaptive teaching strategies to ensure all children can access the ambitious curriculum	-Embed in-house Alternative Provision in KS1/2 (Owls class) with clear guidelines providing 'bitesize' NC lessons -An appropriate, ambitious and progressive curriculum is planned for both in-house Alternative Provisions -School experiences are inclusive and accessible to all pupils, including vulnerable learners -Teachers use adaptations so that pupils achieve the learning objectives
Enriching provision beyond the classroom that all children can access	-Trips and external visitors are planned for all year groups throughout the year from reception to year 6 -Extra-curricular activities and clubs are available throughout the year, for a selection of activities -Monitor extra-curricular club attendance and enrichment activities; matrix completed to ensure all learners are given opportunity -'Experience Passport' initiative for year 1 to year 6 children giving fourteen entitlements for all children to receive -Overnight campout in year 5 on school grounds led by external visitors and residential trip in year 6 for two nights -Partnerships with community clubs and organisations -Sensory garden, bike track, crazy golf course and other activities that give children alternative experiences	-Vulnerable pupils are given a pre-window to sign up for extra-curricular activities / clubs -Leaders track all vulnerable learners and signpost those who have not signed up for activities towards them. No children are invisible -SLT, Sports Lead and Curriculum Lead work together to identify opportunities for local community links, visitors, educational visits and other partnerships
A safe and respectful culture fostering belonging, attendance and participation in learning	-As a school, we have learning behaviours in place, which are referred to in all areas of school -Certificates (linked to learning behaviours) are given out each week in the school's celebration assembly -Attendance is monitored closely by leaders with targeted support for families who need it -Regular attendance meetings, attended by SLT, SENDCO, safeguarding lead, PP lead and family worker -Skilled staff who lead a pastoral and well-being team across the school -Pupil leadership (e.g. House Captains, prefect roles, anti-bullying ambassadors, well-being champions, play leaders, etc)	-Increased attendance for PP and SEND children - Analyse attendance tracking for PP, GRT and SEND pupils, creating bespoke rapid response plans where needed -Safeguarding Lead observes all class attendance lessons and monitors impact -Pupil progress meetings include review of attendance and planning of provision / intervention for all vulnerable groups -Strengthen collaboration between PP lead, SENDCOs and pastoral team -SENDCOs gather parent voice on SEND provision and absenteeism

Strong partnerships with families and wider services	-Family worker in post -Team Around Families (TAF) meetings held with parents and carers to support need -Families are signposted to further support from staff and external agencies -Relationships built with outside agencies to ensure joined up working -Coffee mornings and other family social or information events are held to continue building relationships with stakeholders	-Half termly SEND and vulnerable learner coffee mornings held -Family Worker creates parent advisory group to further involve families in decision-making for SEND -Leaders consider application for LPPA renewal
Inclusive environments with continuous improvements to accessibility	-Quality first teaching is embedded within the school for all children -Non-negotiables are in place within all learning spaces -Pastoral support is available for children who require it throughout key points of the day -Resources are available for all children who require them to reduce the barriers to learning	-SEND provision is closely matched to identified needs and is reviewed for impact -All class teachers know and evidence non-negotiables for classroom environment for SEND -Money is budgeted to improve whole-school environment to help children be immersed in their curriculum. This includes additional features such as sensory rooms and sensory garden

Barriers to learning and participation

Cohort Needs Analysis

In nursery to Year 6, 126 children are identified and are on our SEND register, which is the equivalent to 27% of the school. There are 17 children with an Educational Health Care Plan, which is equivalent to 4% of the school. We currently have other children who are going through the process of an EHC Needs Assessment.

The number of pupils experiencing barriers to learning across the four areas of need is outlined in the table below:

Key area of need	Number of children	Percentage
Communication and Interaction	83	66%
Cognition and Learning	23	18%
Social, Emotional and Mental Health	15	12%
Sensory and/or Physical	5	4%

There are many children at Stopsley who have a diagnosis of neurodiversity or are on the pathway for a diagnosis. These are outlined below:

Diagnosis	Number of children
Autism	25
ADHD	9
Neurodiverse pathway	31

The analysis above shows that our greatest area of need is communication and interaction. We have a high number of children who are waiting for formal assessment for neurodiversity but are being supported within the school for the needs which they present with, regardless of diagnosis.

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 barriers to learning (including notable trends or themes over time, such as a growing prevalence or increasing complexity)
1	Increasing numbers of children are presenting with additional needs including a rise in the number of children with possible ADHD, ASD and other complex needs
2	On entry to school in the early years, pupils frequently have low levels of communication and language skills alongside social and emotional delay, lack of independent skills, including self-care
3	Increased number of children who require pastoral support due to anxiety, ACEs or trauma
4	Increased number of children in school for whom English is not their first language and it is not spoken at home
5	Some children experience low attendance or patterns of persistent absence which reduces their access to high quality teaching, routines, relationships and wider participation in school life
6	Some children, including those with SEND, have gaps in prior learning or are working below age related expectations

Activity in this academic year

The activities that we will prioritise this academic year are shared below. These aim to alleviate the above barriers to learning and participation faced by children with additional needs and with 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.

Description of activity (numbers indicate barriers above)	**Activity type** (universal or targeted)	**Total budgeted cost**
Inclusion bases – Foxes and Owls classes (1, 2, 5, 6)	Targeted	
TA led teaching interventions (1, 4, 5, 6) Examples include: *echo reading *supersonic phonic friends *ready to progress maths *The Jane Considine approach to writing *sensory circuits *LLIP *attention autism *ELSEC	Targeted	
Pastoral and therapeutic interventions (1, 3, 5) Examples include: *sand therapy *drawing and talking *lego therapy *therapy dog	Targeted	
Sensory room (1, 3)	Universal	
Coffee mornings (1, 2, 3, 4, 5, 6)	Universal	
Traded services (1, 2, 3, 5, 6) Examples include: *educational psychologist *SENs service	Targeted	
Inclusive classroom strategies (1, 2, 3, 4, 5, 6) Examples include: *visual timetables *now and next boards *vocabulary rich *movement breaks	Universal	

Following the EEF guidance for inclusive teaching: *scaffolding *explicit instruction *cognitive and metacognitive strategies *flexible grouping *using technology		
Work with external agencies (1, 2, 3, 4, 5, 6) Examples include: *ASD team *school nursing *SALT SEN service *inclusion team with local authority *SENDAT *NHS SALT *SEMH service *CAMHs	Targeted	
Sports leaders (1, 3, 5) Examples include: *sports academy *sensory circuits *leading and teaching PE lessons *decompression time for key children	Targeted	
Oracy approach throughout school (2, 4, 6)	Universal	

Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve by the end of this Inclusion Strategy and how we might achieve these.

Intended outcome	Success criteria
To be able to quickly identify and meet the needs of the children who are presenting with ADHD, ASD and other complex needs so that they can reach their potential	-Timely referrals made by class teachers through our school referral system -SENDCO observations and assessments -Meeting parents / carers to share outcomes and discuss next steps -Referrals to outside agencies, including community Paediatricians -Adaptions in place to meet the presenting needs of the child
For children in early years to make good progress from their starting points and to be ready to transition into main school life	-SENDCOs to attend home and nursery visits of key children to start building relationships with family -Early identification observations to be carried out by SENDCO following liaising with class teachers -Interventions and support put into place to support need -Progress and impact monitored, where applicable referrals made to outside agencies
For all children, regardless of ACEs, trauma or disadvantage, to feel happy and safe in school and to make progress from their starting points	-All staff to record observations through the school system (CPOMs) -Pastoral lead to liaise with staff and pastoral team around next steps and interventions -Pastoral team to liaise with class teachers on the content of interventions and to monitor progress -Staff to continue to implement ACEs, trauma informed approach and therapeutic strategies when supporting all children
For all children, regardless of their language skills, to make progress from their starting points	-EAL lead to monitor data using Bell Foundation criteria -Meetings to be held between home and school in mother tongue where possible -Translators used to support communication between home and school so language does not become a barrier -Interventions to be used to support language acquisition e.g. ELSEC and pre-teaching

	-Visuals to be used around the school and in lessons to support inclusive practice
To improve attendance and reduce barriers to regular school engagement for pupils with SEND and additional needs	-Monthly attendance meetings -Office Manager and leaders monitoring attendance -Pyramid approach / visual to tackle weaker attendance -Meetings with SLT for persistent absentee families and severe absentee families -Attendance rewards (weekly and termly) -Family Worker supporting key families, including leading TAF meetings -SEND parent coffee mornings -Pupil and parent voice
To strengthen inclusive practice by ensuring staff are well trained to recognise and close the gaps for all children regardless of the barriers they face	-CPD for all staff -Inclusion bases for key children with targeted support -Teaching staff and support staff can confidently deliver and review planned interventions so that pupils receive timely, needs-led support without waiting for a diagnosis or statutory processes -Provision mapping, pupil progress reviews and monitoring show that interventions are evidence-informed, accurately matched to need and have a measurable impact on engagement, participation and progress -Adaptive teaching supports are in place for all children where needed

Review of the previous academic year

This information will be available from the 2027/2028 school year to evaluate the impact from the 2026/2027 Inclusion strategy.