

Inclusion Strategy – Greenfields 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	2026-2027
Date this statement was published	24/09/2026
Date on which it will be reviewed	05/09/2027
Statement authorised by	Amy Banks, Deputy Headteacher

Statement of intent

Greenfields Community Primary School is an Inclusion Quality Mark Flagship School with a deeply embedded culture of belonging, ambition and care. Our strategy aims to ensure that every child, from 9 months to Year 6, experiences high-quality teaching, timely identification of need, and access to the right support at the right time. We believe that inclusion is everyone's responsibility and that all pupils can thrive when barriers are removed and strengths are recognised.

Our ultimate objectives are to:

- Ensure all pupils access high-quality teaching and a broad, ambitious curriculum, with adaptations that remove barriers rather than lower expectations.
- Strengthen early identification, particularly for speech, language and communication needs (SLCN) and increasingly complex SEMH profiles.
- Embed communication-rich, rights-based and trauma-informed practice across all phases.
- Develop strong partnerships with families, ensuring they are empowered, informed and involved in decision-making.
- Ensure inclusive practice is visible in every classroom, every interaction and every decision, supported by robust monitoring, professional learning and multi-agency collaboration.

This strategy reflects our community's values, our inclusive ethos, and our commitment to ensuring every child is known, valued and supported to succeed.

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 complexity of SEND profiles, particularly Speech, Language & Communication needs (SLCN) in EYFS
2	Growing prevalence of Social Emotional & Mental Health needs, including trauma-linked behaviours
3	Communication and language delays, including pupils with no functional verbal language on entry.
4	Variability in the level of support families are able to access, particularly for those experiencing disadvantage, low attendance or social care involvement.
5	Need for consistent adaptive teaching, ensuring all staff use shared strategies, visuals, scaffolds and trauma-informed language.
6	Demand for targeted interventions, requiring robust tracking, fidelity checks and clear pathways.

Activity in this academic year

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 and core budget allocations)</i>
Embed communication-rich practice and Voice 21 Oracy Framework across all phases (Barriers 1, 3, 5)	Universal	Cost of Voice 21 CPD and enrolment onto programme: £2590
Expand SEND-specific parental workshops and communication tools (Barriers 3, 4)	Universal/Targeted	£100 nominal budget for refreshments and resources
Develop SEMH identification training and trauma-informed practice for all staff (Barriers 2, 5)	Universal	Cost of SEMH/trauma-informed training for staff: £1500
Implement ELSA referral, tracking and exit system (Barriers 2, 6)	Targeted	Cost of ELSA training: £1400
Strengthen adaptive teaching through CPD, coaching and monitoring (Barriers 1, 5)	Universal	Internal CPD and NPQs – funded, no cost to school
Develop fully costed provision maps and formalised intervention pathways (Barriers 6)	Targeted	No cost for the provision maps and intervention tracker
Strengthen early identification through EY SENDCo and multi-agency collaboration (Barriers 1, 3)	Universal/Targeted	SEN allocation for EY SENDCo: £6048
Develop inclusion base (Nest) aligned with DfE Inclusion Base principles (Barriers 1–6)	Targeted	£30,000 (using Funding for Inclusion Grant)

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
Early identification improves across all phases	Staff confidently recognise nuanced Speech Language & Communication Needs (SLCN)/Social Emotional Mental Health (SEMH) needs; referrals are timely and accurate
Communication-rich practice is embedded school-wide	Oracy routines, visuals, scaffolds and interaction strategies are consistently used
Adaptive teaching is strong and consistent	Learning walks show high-quality adaptations; SEND pupils access curriculum meaningfully
Targeted interventions show measurable impact	Tracking shows progress; interventions adjusted based on evidence
Parental engagement strengthens	Increased attendance at SEND workshops; improved home–school consistency
Pupils experience improved wellbeing, regulation and belonging	Behaviour data shows reduced escalation; pupil voice reflects safety, inclusion and confidence

Review of the previous academic year

This is year 1 of the inclusion strategy. From year two, we will outline the progress we have made towards the intended outcomes above and explain how this was assessed. We will outline the impact on pupil engagement, participation, attendance, sense of belonging and attainment. We will specifically reflect on positive outcomes achieved for children and young people with additional needs and SEND.

This will then inform the drafting of the strategy for year 2.

To support this, we will use:

- *Data from the previous academic year's national assessments and qualifications, once published*
- *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.*