

Inclusion Strategy

Inclusion Strategy – Madresfield C of E 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	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Rebecca Hibell

Statement of intent

At Madresfield CofE Primary School, inclusion is at the heart of our Christian vision to *Ignite, Illuminate and Inspire*. We believe that every child is uniquely valued, known and loved by God, and that every child deserves the opportunity to flourish academically, socially, emotionally and spiritually.

Our commitment is to create a school where everyone belongs, where differences are celebrated, and where children experiencing hurdles to learning receive the right support at the right time to achieve their full potential.

Inclusion is not solely the responsibility of the SENDCo but a shared commitment of all staff, governors and leaders. Through high-quality adaptive teaching, early identification of need, strong relationships with families, and a culture of belonging, we seek to remove hurdles to learning and participation for all pupils.

We recognise that children learn in different ways and some require additional support, adaptations or specialist provision. We are committed to ensuring every child has access to an ambitious curriculum, rich wider opportunities and the support they need to succeed.

We work in line with the Department for Education's guidance on developing an Inclusion Strategy using the Inclusive Mainstream Fund. Our approach is reviewed annually to ensure it continues to meet the needs of our pupils and community.

(Within this, the 7 principles of inclusion are embedded through leadership, early intervention, adaptive teaching, accessibility, wellbeing, partnership working and inclusive environments.)

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	High proportion of pupils with SEND (41%), including 16% with EHCPs, requiring significant adaptation and personalised provision
2	Overlap between SEND and socio-economic disadvantage (approx. one-third FSM), impacting readiness to learn, language development and engagement
3	Increasing complexity of social, emotional and mental health needs, influenced by trauma and adverse childhood experiences
4	Speech, language and communication needs requiring early identification and targeted intervention
5	Access and participation barriers linked to varied developmental starting points
6	External factors affecting attendance, engagement and consistency of home support for learning

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 and core budget allocations)</i>
Professional development in adaptive teaching and inclusive practice (Barriers 1–6)	Universal	£2000
Strengthening graduated approach (Assess–Plan–Do–Review) and early identification systems (Barriers 1,3,4)	Targeted	£500
EHCP afternoon provision supporting personalised learning and life skills (Barrier 1)	Targeted	£6080
Development of speech, language and communication interventions (Barrier 4)	Targeted	£250
Investment in assistive technology and accessible curriculum resources (Barriers 1,5)	Universal	£1000
Family support work and Early Help provision (Barriers 2,3,6)	Targeted	£11,400
Inclusive enrichment and curriculum accessibility development (Barriers 1–5)	Universal	£3000

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
Improved outcomes for pupils with SEND and additional needs	Progress data shows narrowing gaps and improved attainment
Consistent high-quality adaptive teaching across all classrooms	Monitoring shows adaptive practice embedded in daily teaching
Earlier identification of needs and more effective intervention	Reduced escalation of need and stronger Assess Plan Do Review evidence
Improved attendance and engagement for vulnerable pupils	Attendance improves and persistent absence reduces
Stronger pupil voice and sense of belonging	Pupil surveys show high levels of safety, inclusion and wellbeing
Effective partnership with families	Increased parental engagement in review and support processes

Review of the previous academic year

Madresfield CofE Primary School has continued to strengthen its inclusive practice through a clear focus on adaptive teaching, early identification and personalised support.

Key achievements include:

- Stronger implementation of the graduated approach (Assess–Plan–Do–Review).
- Effective afternoon provision for pupils with EHCPs, enabling access to personalised learning, life skills and targeted interventions.
- Improved collaboration with external agencies including Educational Psychology, Speech and Language Therapy and Occupational Therapy.
- High levels of positive relationships contributing to a strong sense of belonging for pupils.

Areas for further development identified include:

- Greater consistency in adaptive teaching across all classes.
- More systematic use of assessment data to evaluate intervention impact.
- Continued development of pupil voice in shaping provision.
- Strengthening engagement with parents in co-producing support plans.

These findings have directly informed the priorities in this updated strategy.

Further information (optional)

Use of terminology

At Madresfield CofE Primary School, we use the term *“hurdles to learning”* to reflect our belief in every child’s potential. However, statutory terminology such as *“barriers to learning”* and *SEND* is used where required for consistency with national guidance.

Christian vision

Our vision to *Ignite, Illuminate and Inspire*, underpinned by Psalm 119:105, shapes all aspects of our inclusive practice. We believe every child is uniquely created, deeply valued, and capable of flourishing.