



Inclusion Strategy – Blisworth 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	Sept 26 – July 27
Date this statement was published	Sept 26
Date on which it will be reviewed	Interim review Dec26 prior to publication deadline.
Statement authorised by	L Jenkins/ D Warren

Statement of intent

At Blisworth Community Primary School, our vision is that every child belongs, participates and succeeds as a valued member of our school community. We believe that inclusion is not an additional provision, but a shared responsibility woven through leadership, governance, teaching, relationships and the wider life of the school.

We are ambitious for all pupils, including those with SEND and additional needs. We maintain high expectations for every learner. We identify barriers early, adapt teaching carefully and provide timely support so that children can access a broad, balanced and enriching curriculum. A difficulty in one area, such as reading, writing, communication or emotional regulation, should never prevent a child from seeing themselves as a scientist, historian, artist, designer, performer, athlete, friend or leader. We want every child to recognise their talents, pursue their dreams and aspirations, and feel proud to belong to Blisworth Community Primary School.

Our inclusive practice is rooted in high-quality teaching, early intervention and the graduated approach of assessing need, planning support, implementing provision and reviewing impact. We use evidence, professional knowledge, pupil voice, family partnership and advice from wider services to understand each child as an individual and to remove barriers to learning, participation, wellbeing and belonging.

We want every child to know what they are good at, recognise the progress they are making and develop the confidence, resilience and strategies they need for the next stage of their learning journey. We work in partnership with parents, carers, governors, staff and external agencies so that support is purposeful, collaborative and focused on positive outcomes.

We aim for every child to experience school as a place where they are known, understood, challenged, supported and celebrated.

This is the first publication of our Inclusion Strategy following the introduction of the Inclusive Mainstream Fund.

<i>The seven principles of Inclusion and key summary about how we embrace them</i>	
Ambitious leadership and governance that embeds inclusion	Leaders and the whole team hold an unwavering belief and determination that all children will achieve their best and no ceiling is placed upon learning for any child. Our broad and balanced curriculum along with a breadth of personal development experiences are designed to enthuse children and enable them to discover their loves, talents and dreams across a broad range of disciplines. Governors place inclusion at the heart of strategic decision-making and evaluate its impact through planned monitoring visits, considering whether pupils with differing needs and starting points participate, achieve and thrive.
Evidence-based support prioritising early intervention	Leaders select approaches using relevant DfE guidance, EEF evidence, wider professional research and analysis of the school's own pupil information. This evidence is considered alongside staff expertise, pupil voice and family feedback to identify approaches most likely to address the barriers within our cohort. Interventions are implemented with clear intended outcomes and reviewed at agreed intervals through assessment information, pupils' work,

	support-plan reviews and pupil progress discussions. Findings are used to refine provision, discontinue approaches that are not having sufficient impact and expand those that are effective.
High-quality adaptive teaching with curriculum designed for all learners	Adapted teaching for all pupils is highly valued to enable all pupils to feel equal learners in the classroom. Governor visits and monitoring visits from the LA consider and highlight the strengths of this practice across the team. Responsive teaching approaches adapt to enable all to succeed across the curriculum. Leaders monitor this across all visits and during daily drop ins to class. Professional discussion between colleagues is a feature of school ethos and practice. CPD aims to further deepen knowledge and expertise.
Enriching provision beyond the classroom that all children can access	Our school prioritises a broad and memorable experience including: curriculum days/ events termly held at school; story area environments to ‘live and experience’ stories; school trips and visitors. Whole school event days with the highlight being ‘Drive to Design’ where over 20 cars attend to bring the working world of engineering and motor sport alive for all pupils. The PTA host values led events including the ‘big sleep over’ available to every child in KS2. Rhino Academy provide support, clubs and camps – a range of role models in classrooms enrich daily experiences for all pupils. A whole school register tracking participation and successes helps to identify pupils who experience relatively less than their peers. Leaders revisit pupils on the tracking register with phases and during whole staff meetings so that the full team provides high levels of ideas and developments for our pupils.
A safe and respectful culture fostering belonging, attendance, and participation in learning	Our values-led curriculum, recognition systems and wider school experiences promote belonging, positive character and active participation in learning. Where barriers affect engagement, staff implement personalised support promptly. Leaders and governors evaluate impact through attendance and behaviour information, learning visits, pupil voice and regular

	reviews of individual plans, using findings to refine provision.
Strong partnerships with families and wider services	Community events, PTA events, parents' evenings, being available to parents daily and providing more regular, individualised meetings for those with SEND and other needs enables us to work in partnership with families for our children. Effective relationship with the LA and their services are in place and utilised including accessing our named SEND Support SIP and agencies such as HARPS. Staff support SEND and support wider services with outreach: the Headteacher sits on the Family Help Partnership Strategic Board and the Best Start in life delivery group and we have staff working with teacher Inclusion Funding Board decisions.
Inclusive environments with continuous improvements to accessibility	CPD is embedded in school with continuous opportunities for professional discussions and training. Focused learning walks and book looks regularly take place within the staff team to learn from each other, key leaders or those with strengths provide training. Feedback and challenge is always sought from LA partners for areas that could be enhanced further. Work with our partnership schools allows us to discuss, compare and learn from each other to build ever-evolving practice and utilise skills across all schools when new areas for consideration arise.

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 (including notable trends or themes over time, such as a growing prevalence or increasing complexity)
1	A high proportion of pupils with SEND choose to attend Blisworth Community Primary School; over half of pupils on the SEND register travel from outside the immediate area. Leaders know this because admissions and SEND register analysis show that many families seek the school because their child is anxious, requires a nurturing environment or needs individualised support. As a result, the school has a disproportionately high level of need and must prioritise resilience, emotional regulation and the reduction of SEMH barriers so that pupils can thrive socially and academically.
2	A notable proportion of pupils join the school as inwardly mobile learners with underachievement, unidentified SEND or gaps in foundational knowledge. Leaders know this because entry information, baseline assessments of pupil outcomes including books, and early classroom evidence show that pupils often arrive from a range of settings where families are seeking assessment, support or accelerated progress due to lower attainment levels. As a result, pupils require prompt identification, targeted teaching and carefully planned support so they can catch up and access the curriculum successfully.
3	A small but significant group of pupils present with complex SEMH needs. Leaders know this because support plans, behaviour analysis, family discussions, external agency involvement and alternative provision pathways show that some pupils require support beyond ordinarily available provision. As a result, these pupils need highly individualised approaches, close partnership with the local authority and, where appropriate, specialist placement pathways to secure positive engagement, wellbeing and learning.
4	There is a high proportion of pupils with diagnosed ADHD or who are on the assessment pathway. Leaders know this because medical information, family communication, classroom observation and support plan reviews identify pupils who require a range of reasonable adjustments including individualised routines, movement opportunities, regulation strategies and scaffolds for attention and executive functioning. As a result, adaptive teaching and consistent classroom strategies are essential to enable pupils to sustain attention, participate fully and learn effectively.
5	The contextual register shows that a significant number of pupils have wider vulnerabilities, including mobility, medical needs, social care involvement and attendance concerns. Leaders know this because the register draws together safeguarding, attendance, SEND, family support and pastoral information to build a fuller picture of each child's barriers. As a result, these pupils require a coordinated, multi-layered response so that wider needs do not prevent access to learning, participation and wellbeing.
6	A high proportion of pupils have cognition and learning needs, including a pattern of dyslexic tendencies. Leaders know this because assessment information, book scrutiny, classroom evidence and support plan reviews identify pupils who need additional strategies to secure reading, spelling, writing, memory and processing

	skills. As a result, targeted intervention and adaptive teaching are needed to strengthen foundational knowledge while maintaining access to the full curriculum.
7	Some pupils experience hidden family difficulties or barriers where engagement with support is gradual or inconsistent. Leaders know this because attendance information, pastoral records, family conversations and changes in pupils' presentation can indicate needs that are not always immediately visible. As a result, the school prioritises trusting relationships, early help, wellbeing support and sensitive partnership with families so that hidden SEMH barriers are reduced and pupils are ready to concentrate and learn.
8	A notable number of families find it difficult to find time to reinforce learning at home, including foundational knowledge. Leaders know this because homework patterns, learning platforms, family discussions and pupil progress information show that some pupils need additional opportunities to practise and revisit key learning in school. As a result, the school provides increased in-school input and targeted support to help pupils keep up and make progressive gains.
9	Oracy is a barrier for a number of pupils on entry and during the early years of school. Leaders know this because baseline information, classroom observation and teacher observation, screening and support plan targets show that some pupils arrive with below age-related vocabulary, speech and language needs or immature pronunciation. As a result, vocabulary development, speech and language support and structured opportunities for purposeful talk are priorities so that pupils can access learning, express ideas and participate confidently.

Activity in this academic year Description of activity (<i>noting evidence and barrier numbers addressed</i>) This is a summary – a detailed provision map supports this analysis	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>)
Additional teaching-assistant capacity provides planned in-class scaffolding, feedback and targeted one-to-one or small-group support. Deployment is matched to assessed need and reviewed through pupil progress, work scrutiny and support-plan outcomes (barriers 1, 2, 3, 4, 5, 6, 7, 8 and 9).	Universal and targeted	£36,018.78
Oracy Development (barriers 2, 8 and 9)	Universal and Targeted	Met within existing staffing allocation (£0 additional cost)
Emotional Literacy, Wellbeing and Emotional Regulation Support Sessions (barriers 1, 3, 4, 5 and 7)	Targeted	£6400
Additional, individual and group reading targeting individual progress measures (barriers 2, 6, 8 and 9) Additional Phonics (barriers 2, 6, 8 and 9)	Universal and Targeted	£1000 £1700
Literacy Lift (barriers 2, 6 and 8)	Targeted	£2000
Individualised Support Plan – graduated approach (barriers 1, 2, 3, 4, 5, 6, 7 and 9)	Targeted	Met within existing staffing allocation (£0 additional cost)
Speech and Language Sessions (barriers 2 and 9)	Targeted	£2500
Assessment of mobile learners, additional interventions to identify and support gaps (barriers 2, 3, 4, 5, 6, 7 and 9)	Targeted	£1500
Resources, including external assessments, specialist professional advice, assistive technology, evidence-	Targeted	£5000

informed programmes and books (barriers 1, 2, 3, 4, 5, 6, 7, 8 and 9).		
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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
All pupils, including vulnerable and inwardly mobile pupils, will access a broad, balanced curriculum and make progress from their starting points. Pupils will recognise their strengths and explain where they are making progress, while targeted support strengthens foundational knowledge without narrowing curriculum entitlement.	Termly assessment information and annual reports show that pupils with SEND or specific difficulties in foundational skills make progress from their starting points and achieve expected standards in curriculum areas that reflect their strengths. Pupil voice gathered at least termly shows that pupils can identify their strengths, describe recent progress and explain strategies that help them learn, with findings reviewed by leaders. Termly school records provide examples of pupils with SEND and wider vulnerabilities being recognised for their strengths, progress and contributions across the curriculum and wider school life. Termly participation analysis shows equitable access to enrichment and wider school opportunities. Where participation is lower, leaders identify the barrier, agree action with the pupil and family, and review whether participation improves.
Pupils, including those who are inwardly mobile or under review and those with identified or suspected specific learning difficulties such as dyslexia, will develop and independently apply strategies that support success in the classroom and at the next stage of education. They will also make measurable progress in foundational	Pupils with identified difficulties in foundational learning have progress measured against clear baselines and individual targets at least termly, with outcomes shared with parents and carers. Learning visits, work scrutiny and assessment information demonstrate that adaptive teaching maintains high expectations and enables pupils

reading, writing and mathematics from their individual starting points.	to work towards ambitious lesson and curriculum outcomes. Support-plan reviews show that pupils increasingly select and use appropriate strategies independently, including assistive technology, approved access arrangements and memory supports, in preparation for transition to secondary school.
All pupils will achieve good levels of oracy, with an ever-expanding vocabulary across the curriculum and support enables those with greater need in this area to progress from starting points.	Termly assessment, classroom observation and scrutiny of pupils' work show that pupils increasingly understand and apply the mapped tier 1, 2 and 3 vocabulary accurately in speech and writing. At each termly support-plan review, pupils with identified speech and language needs demonstrate measurable progress from their baselines against their individual targets. Termly assessment, learning visits and work scrutiny demonstrate improving spoken language, participation and written outcomes, with an increasing proportion of pupils meeting age-related expectations from their individual starting points.
Pupils with SEMH needs receive timely, individualised support that strengthens regulation, engagement and participation across lessons and wider school life. Reviews of behaviour, attendance, learning and pupil voice demonstrate improving outcomes while maintaining a calm and purposeful learning environment for all.	Teaching uses established approaches that support pupils with ADHD and benefit all learners, including chunked instruction, modelling for conceptual understanding and planned movement breaks. Support plans identify the strategies that enable each pupil to thrive. Inclusion and outreach provision further strengthens consistent classroom implementation, with impact reviewed termly through learning visits, pupil voice and support-plan outcomes.
The contextual register enables staff to identify vulnerable pupils early and coordinate proportionate support. Where required, individual plans address barriers beyond SEND, including attendance, medical, pastoral and family circumstances.	The contextual register is reviewed at least half-termly by relevant leaders so that emerging concerns are identified promptly, responsibilities are clear and support is coordinated before barriers adversely affect learning or participation. Pupils identified through the contextual register receive timely, proportionate support,

	with impact reviewed through attendance, engagement, wellbeing and attainment information to maintain a keep-up approach. Attendance for pupils on the contextual register is reviewed at agreed intervals. Where concerns arise, senior leaders agree, record and evaluate actions with pupils, families and relevant services.
Parents and carers are informed partners in their child's support. They understand their child's strengths, identified barriers, agreed adaptations, targets and progress, and their views inform planning and review.	Support plans are reviewed and shared with parents and carers at least termly, with agreed actions and outcomes recorded. Pupil and family views are recorded within support plans and used to shape targets, provision and subsequent reviews. Staff receive planned time for effective partnership working, reviewing evidence and seeking advice and support from colleagues and external professionals where required. Training, moderation and leadership review ensure that staff produce effective support plans with specific, measurable targets and hold sensitive, constructive conversations with families, including about attendance and family-help needs.

Review of the previous academic year

From the year 2026 – 2027, formal evaluation of this inclusion plan will be carried out in line with guidance.

Further information:

The school holds a contextual register to further analyse pre-empt and work to reduce barriers including before they may arise.