Inclusion Strategy

Oldswinford CE Primary School | 2026–2029 | Working draft for leadership and governing-body approval

Believe, Achieve and Shine Brighter Together

Strategy overview

Detail	Date / position
Academic years covered	2026/27–2028/29 (three-year direction; reviewed and republished annually)
Statement published	23.11.2026
Next review	Summer 2027 evaluation; updated public statement by 31 December 2027
Authorised by	Ellie Game, Headteacher. 23.11.2026
Lead	Jo Seker, Deputy Headteacher – Inclusion & SENCo, working with SLT, SEND Assistant, teachers, subject leaders and governors
Funding context	IMF allocation: £20,130 (2026/27 financial year); notional SEN budget: £238,890 (within core funding).

Statement of intent

At Oldswinford CE Primary School, inclusion means that every pupil is known, belongs, participates and achieves. Our vision — *Believe, Achieve and Shine Brighter Together* — is reflected in ambitious, accessible teaching, positive relationships, early identification, specialist expertise where needed and meaningful opportunities in the wider life of the school. We are committed to removing barriers for pupils with SEND, disadvantaged pupils, children known to social care and any pupil experiencing difficulties with learning, attendance, wellbeing or participation. Support is based on individual need rather than waiting for a diagnosis.

Our starting point is strong. The school's November 2026 inclusion evidence summary identifies a 'Strong' evidence position, with 92 approved evidence items supporting all Expected and Strong descriptors. Established practice includes early identification and assessment, a graduated approach through APDR, personalised support, emotional regulation and wellbeing provision, commissioned specialist services, our internal specialist SEND provision (Koala Class), and inclusive OPAL play. Our priority is now to consolidate, deepen and sustain this practice, ensuring its impact is consistently evident across classrooms and the wider life of the school.

Over three years, we will strengthen four connected areas: **leadership and governance; consistently ambitious and adaptive teaching; early intervention with demonstrable impact; and meaningful pupil and family co-production.** These priorities bring together our wider school improvement work, ensuring that developments in curriculum, communication, disadvantaged provision, adult deployment, wellbeing and pupil voice reinforce one another rather than operate as separate initiatives.

Strengthened leadership capacity will support this ambition. The appointment of a SEND Assistant is creating opportunities for the SENCo to work more directly alongside teachers, modelling inclusive approaches, developing staff expertise and evaluating classroom practice. We will strengthen governance through focused induction and monitoring, while developing subject leaders' understanding of, and accountability for, SEND provision and outcomes within their curriculum areas.

We recognise that pupils and families are essential partners in effective inclusion. Existing parent testimony and pupil involvement in OPAL, individual support and wellbeing work provide valuable evidence of co-production and positive experiences. We will build on these established relationships by making opportunities for pupils and parents to shape decisions, review provision and evaluate its impact more consistent and accessible. Alongside assessment, observation and professional dialogue, we will continue gathering evidence of sustained improvements in independence, engagement, belonging, attendance, participation and progress. Our measure of success is not simply the quantity of support provided, but the difference it makes to children's experiences and outcomes.

Our longer-term ambition is to develop a sustainable, evidence-informed model of inclusive mainstream practice that delivers consistently strong outcomes, demonstrates transformational impact where possible, and enables us to share effective practice within and beyond our school. In doing so, we aim not only to strengthen provision for our own pupils, but also to contribute to the development of inclusive practice more widely.

Barriers to learning and participation

No.	Barrier to learning and participation
1	Communication, language and understanding needs can affect access to instructions, vocabulary, friendships and curriculum learning. The increasing complexity of these needs requires early assessment and communication-friendly teaching.
2	Cognition, literacy and learning difficulties can affect how pupils access ambitious curriculum content, retain new learning and complete tasks independently; some pupils require specialist or highly personalised provision.
3	Differences in social communication, sensory processing, attention and emotional regulation can affect classroom engagement, transitions, social interactions and safe participation.
4	Anxiety, attendance difficulties, past experiences, disadvantage and family circumstances can affect wellbeing, relationships and pupils' sense of belonging and participation in school life.
5	Inconsistency in how identified needs and specialist recommendations are translated into subject-specific adaptive teaching, scaffolding and adult support can limit curriculum access and pupil independence.
6	Where targeted interventions are not consistently reviewed or carried over into classroom learning, pupils may not sustain, apply or generalise new skills; reduced TA capacity makes timely, effective support especially important.
7	Pupils and families do not always have equally accessible opportunities to understand, contribute to and evaluate support; this can limit shared decision-making, self-advocacy and confidence.

The seven DfE principles: evidence-informed evaluation

Principle	Current judgement and reasoning	Strategic response
1. Ambitious leadership and governance	Strong foundation: inclusion is embedded in senior leadership, SIP and monitoring. The newly appointed SEND Assistant creates additional coordination capacity and releases SENCo time for classroom coaching; a new SEND governor requires structured induction.	PRIORITY: induct and support the new SEND governor; use termly governor scrutiny; protect SENCo coaching and introduce subject-leader accountability for SEND from year two.
2. Evidence-based support and early intervention	Strength: early Reception identification, WellComm, specialist commissioned advice and graduated response. Gap: recently refined triage/APDR and intervention impact measures need longitudinal validation.	PRIORITY: consistent baselines, review decisions, exit criteria and transfer measures; use the SEND Assistant to strengthen follow-through.
3. High-quality adaptive teaching and curriculum for all	SIP explicitly identifies inconsistency between knowing needs and routinely teaching adaptively. Teacher ownership and pupil independence need strengthening.	PRIORITY: SENCo classroom modelling/coaching, lesson design, subject-specific barriers and accessible curriculum without lowering ambition.
4. Enrichment beyond classroom	Established strength**:** OPAL Platinum recognition reflects our commitment to inclusive play. Strong parent testimony demonstrates its transformational impact on vulnerable pupils, including successful reintegration into full-time education, improved emotional wellbeing, positive peer relationships and a renewed sense of belonging. This exemplifies our wider whole-school approach to inclusion.	SUSTAIN/SHARE: Continue monitoring participation and pupil voice, particularly for vulnerable groups; share effective inclusive play practice through local networks.
5. Safe respectful culture, belonging and attendance	Established relational, restorative and wellbeing practices; the Key Adult model and regulation work are developing stronger evaluation. Attendance is relatively strong, but some individual barriers remain.	SUSTAIN: review pupil-level engagement, attendance and belonging; extend effective lunchtime approaches into transitions, class and wider school life.
6. Partnerships with families and wider services	Established strength: commissioned OT, SaLT, LSS and EP support identification, assessment and staff practice. Parent testimony demonstrates meaningful co-production in individual cases; consistent access to pupil and family involvement is the next step.	PRIORITY: extend accessible co-produced ISPs/APDR reviews, gather representative parent and pupil voice, show "you said, we did" responses and evaluate specialist recommendations in everyday teaching.
7. Inclusive environments and accessibility	Communication-friendly and sensory-informed approaches include Reception, Koala and school-wide adjustments; systematic environment accessibility review can be more visible.	SUSTAIN: annual environmental and information-access audit, informed by pupils, families and therapy advice.

Our established inclusive offer: good practice to sustain and spread

OPAL: Belonging and participation throughout the school day

Our OPAL play approach is a strong example of universal inclusion, particularly for pupils who find unstructured times, social interaction or emotional regulation challenging. The wide range of play opportunities promotes choice, independence, friendships and a sense of belonging.

OPAL has achieved Platinum status, with a 96% audit result, a 72% reduction in lunchtime first-aid incidents, increased resilience scores (2.68 to 4.04/5), 11 additional all-weather outdoor hours and an estimated 7 hours 5 minutes of teaching time reclaimed weekly.

Importantly, parent testimony provides compelling evidence of the transformational impact of inclusive play on vulnerable pupils. One child's experience demonstrates how access to OPAL, alongside personalised support and relational practice, contributed to successful reintegration into full-time education, improved emotional wellbeing, positive peer relationships and a renewed sense of belonging. This illustrates how our whole-school approach to inclusion can make a profound difference to children's experiences and outcomes.

We will continue to evaluate this impact through pupil and parent voice, participation and wellbeing measures, particularly for pupils with SEND and those experiencing disadvantage.

Sharing good practice: OPAL provides opportunities to extend successful approaches to pupil choice, independence, social inclusion and belonging into classroom practice. We will continue to share our inclusive play provision and its impact with other schools through local networks, visits and professional collaboration, while using pupil voice and the OPAL Play Charter to inform wider school improvement.

Koala Class, Reception and specialist provision

Koala Class is our internal SEN provision for pupils requiring a highly individualised communication, autism-informed and regulation-responsive offer, with planned links to their mainstream peers and curriculum. Following positive use of WellComm in Reception, Koala staff are being trained to use WellComm as a complementary assessment, intervention and monitoring tool alongside specialist SaLT assessments and individual programmes — not as a replacement. Communication-friendly environments and staff modelling will be shared with mainstream teaching teams. We will measure success through improvements in pupils' communication skills and their ability to use these skills confidently and independently in other settings, including mainstream classrooms and at home.

We commission specialist occupational therapy (OT), speech and language therapy (SaLT), learning support (LSS) and educational psychology (EP) to support early and accurate identification of needs, develop staff expertise and ensure provision is informed by specialist advice. This enables us to respond more effectively to increasingly complex needs through targeted interventions, classroom adaptations and personalised support. We will continue to evaluate the impact of this provision by reviewing how specialist recommendations are implemented and the difference they make to pupils' learning, independence, communication and wellbeing.

Dovetailing school-improvement priorities

This strategy unifies — rather than adds to — Inclusion SIP strands on adaptive teaching; evaluated interventions and APDR; early identification and triage; disadvantage and individual support profiles; WellComm/Koala; effective TA deployment, independence and pupil voice; and a coherent public-facing inclusion offer. Linked work on curriculum, attendance, behaviour, relationships, mental health and wellbeing makes the universal offer stronger. For pupils needing specialist or highly personalised provision, inclusion means appropriate access and participation, not a requirement to access the curriculum in the same way as every peer.

Activity in this academic year: 2026/27

Activities below respond to pupil barriers 1–7 and draw on our Inclusion SIP, evaluation of existing provision, the DfE inclusive mainstream guidance and EEF research on high-quality teaching, supporting pupils with SEND and implementing change. Funding from existing core, notional SEN and commissioned provision remains distinguished from genuinely additional activity.

Our notional SEN budget of £238,890 forms part of the school's core funding and supports our established inclusive provision, including specialist staffing, targeted interventions and personalised support. This is complemented by our additional £20,130 Inclusive Mainstream Fund allocation, which will be used to further strengthen inclusive teaching, early identification, staff expertise and pupil participation. Together, these resources support our commitment to meeting pupils' needs effectively and developing sustainable inclusive practice across the school.

Activity; barrier and principle links; evidence base	Type	Provisional IMF contribution
Additional SENCo-led classroom coaching and modelling, made possible by the new SEND Assistant's coordination role; termly teacher follow-up and subject-specific adaptation checks. Barriers 2,5,6; principles 1,3. Evidence: SIP classroom monitoring; EEF SEND and implementation guidance.	Universal	£4,008.74
Additional adaptive teaching and communication CPD with modelled practice, subject-specific planning, pupil feedback and follow-up checks. Barriers 1,2,5; principles 2,3. Evidence: EEF five-a-day and SEND guidance; SIP training evaluation.	Universal	£5737.00
Additional early-language and communication assessment, implementation and transfer support, including WellComm in Koala and mainstream links, alongside existing specialist SaLT. Barriers 1,3,6; principles 2,3,7. Evidence: Reception WellComm experience; specialist assessment.	Universal / targeted	£22,405.00
Enhance APDR and intervention evaluation with additional assessment tools, staff review capacity and classroom transfer checks. Barriers 2,5,6; principle 2. Evidence: SIP intervention audit; EEF implementation guidance.	Universal / targeted	£3924.00
Extend accessible pupil and family co-production: supported conversations, accessible review materials, feedback and "you said, we did" evaluation. Barriers 4,7; principles 1,5,6,7. Evidence: parent testimony and co-production evidence; DfE inclusion guidance.	Universal / targeted	£10,982.64
TOTAL		£47,057.38
Total IMF contribution		£20,130
Core notional top-up		£26,927.38

Existing core-funded inclusive provision (including the notional SEN budget)

The activities below illustrate how our school's existing resources support inclusion alongside the proposed IMF-funded developments. They are not a separate claim on top of the notional SEN budget: the final costs will be drawn from the school's staffing and expenditure records, with any overlapping costs counted only once.

Core-funded provision and contribution to inclusion from core notional budget
Classroom TA deployment and personalised support: scaffolding, communication, regulation, curriculum access, independence and individual provision linked to EHCPs and SEN Support (barriers 1–6).
SEND Assistant (new appointment, autumn 2026): triage, APDR and intervention coordination, tracking and family liaison; (barriers 5–7).
Koala Class and specialist internal provision: individualised communication, regulation, structured teaching, transitions and access to peers and curriculum (barriers 1–3).
Commissioned OT, SaLT, LSS and EP: assessment, specialist recommendations, joint planning, staff training and review (barriers 1–3, 5–6).
Graduated response and targeted interventions: literacy, language, mathematics, social communication, emotional wellbeing, wellbeing key adults, and targeted monitoring (barriers 1–7).
Accessible curriculum, OPAL and wider participation: universal adaptive teaching, inclusive play, pastoral/attendance support and reasonable adjustments (barriers 2–7).

Funding summary —

Funding or expenditure line	**Amount / treatment**
Notional SEN budget within core school funding	£238,890 — indicative allocation, not an additional grant or a standalone spending total
Inclusive Mainstream Fund (IMF)	£20,130 —allocation to additional eligible activities;
Total cost of inclusive activities listed across both tables	£259,020

Intended outcomes by the end of 2028/29

Intended outcome	Success criteria / evidence
1. Inclusion leadership and governance are distributed, informed and sustainable.	2026/27: SEND governor induction completed, with an agreed monitoring plan, at least one focused visit each term and minutes showing challenge and follow-up; termly inclusion dashboard established. 2027/28: each subject leader completes one SEND access-and-participation review using lesson/work/pupil evidence and implements a recorded improvement. 2028/29: reviews embedded in normal subject monitoring; governing body evaluates three-year impact and succession arrangements.
2. Every class and subject routinely delivers ambitious adaptive teaching, improving curriculum access and independence.	2026/27: establish a baseline from termly sampled learning walks, pupil discussion and work scrutiny; agree the adaptive teaching and independence indicators. By summer 2027, each year group has an evidenced coaching/implementation cycle. 2027/28: every subject leader reviews characteristic barriers and appropriate subject-specific adaptations. By 2028/29, successive termly samples show stronger consistency against baseline and individual pupils increasingly start, sustain and complete learning with appropriately faded prompts; review any persistent gaps.
3. Graduated response and early support improve pupils' learning and participation.	By summer 2027, 100% of sampled APDR/intervention records include a pupil starting point, specific measurable outcome, agreed frequency/duration, review date and recorded continue/adapt/fade/stop decision; address any exceptions promptly. From 2027/28, termly checks also record whether skills transfer into classroom learning, supported by assessment and pupil/teacher voice. By 2028/29, progress and independence for identified pupils are demonstrably stronger than their individual baselines, with ineffective interventions revised or stopped.
4. Pupils and families understand and influence decisions about their support.	2026/27: baseline parent and pupil feedback on understanding, involvement and accessibility; sample co-produced ISP/APDR records and record actions taken in response. By summer 2027, all sampled reviews show an offer of pupil and parent contribution, with non-participation or accessibility barriers followed up appropriately. 2027/28 and 2028/29: annual feedback and "you said, we did" examples demonstrate improved experiences against baseline and changes in provision made as a result of family and pupil views.
5. Vulnerable and disadvantaged pupils feel they belong and participate in learning, play and wider school life.	2026/27: establish pupil-level and group baselines for attendance, persistent absence, lunchtime participation, enrichment, incidents and reported sense of belonging; retain anonymised case studies. Termly review identified pupils whose participation is restricted and record adjustment and response. By 2028/29: positive progress from individual baselines, with fewer sustained participation barriers, stronger pupil-reported belonging and continuation of the strong whole-school OPAL offer.
6. Specialist advice and Koala provision lead to improvements that pupils can use across settings.	2026/27: sample OT/SaLT/LSS/EP recommendations termly and check agreed advice is reflected in ISP/APDR and classroom adjustments; baseline communication needs and WellComm measures in Koala where appropriate. 2027/28: track progress at half-termly/termly review points and whether skills are used in mainstream, other school contexts and at home where feasible. By 2028/29, sampled pupil journeys show clear gains in communication, access or independence and an evaluation of which specialist adjustments made the difference.

Three-year leadership and implementation roadmap

Year	Main leadership milestones	Evidence for governing body
2026/27: establish and embed	Induct new SEND governor and baseline seven barriers; publish strategy and accessible SEND offer. Establish new SEND Assistant coordination and evidence tracking; protect additional SENCo classroom modelling and coaching time. Implement APDR/triage and WellComm improvements; baseline parent/pupil voice and classroom independence. Confirm eligible IMF and total activity costs.	Induction record; governor dashboard; samples of coached lessons/APDR; assistant/SENCo role-and-time evidence; pupil/family baseline; approved activity costings.
2027/28: subject leadership accountability	Each subject leader identifies characteristic barriers and adaptations for their subject, examines SEND/disadvantaged work and participation, checks curriculum ambition, delivers one improvement cycle with SENCo support and reports findings. Refine intervention menu and specialist-to-class transfer.	Subject reviews, lesson/work/pupil triangulation; subject action and follow-up; cohort outcome trends; governor challenge and response.
2028/29: sustain and disseminate	Embed subject review in normal monitoring, evaluate long-term pupil outcomes, codify effective approaches, extend peer coaching and evidence-based borough partnership/sharing; prepare leadership succession and refresh 2029+ priorities.	Three-year trend review, cost-effectiveness analysis, pupil/family co-evaluation, peer/partner feedback, approved next strategy.

Review of previous academic year (to complete from year two)

This is the first year of this strategy. A review of the 2026/27 implementation and pupil outcomes will be included in the 2027/28 published update.