



Inclusion Strategy – Cotgrave Church of England 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).

Statement of Intent

At Cotgrave Church of England Primary School, our aim is for every pupil to feel that they belong, are valued and can achieve well. We want all pupils, including those with SEND, disadvantaged pupils and pupils who face barriers to learning and participation, to access a broad, ambitious curriculum and take part fully in school life.

Our mixed-age classes, village context and high percentage of pupils with SEND mean that inclusion must be central to everyday practice. We will build on our nurturing family ethos, in which staff know pupils well and develop trusting relationships with them and their families. Our values of respect, thankfulness, forgiveness, community, kindness and resilience will guide our decisions and our expectations for every pupil.

This strategy supports our school improvement priorities, particularly personal development and inclusion, SEND provision, phonics, and raising reading and writing outcomes. It responds directly to the areas for improvement identified in the school's previous inspection, including the need for more consistent adaptive teaching, stronger identification and response to barriers to learning, improved phonics delivery and improved attendance for disadvantaged pupils.

The strategy is based on the DfE's 7 principles of inclusion:

1. ambitious leadership and governance that embeds inclusion
2. evidence-based support prioritising early intervention
3. high quality adaptive teaching with curriculum designed for all learners
4. enriching provision beyond the classroom that all children can access



5. a safe and respectful culture fostering belonging, attendance, and participation in learning
6. strong partnerships with families and wider services
7. inclusive environments with continuous improvements to accessibility

We will focus on implementing fewer approaches well, with a deliberate emphasis on strengthening our universal offer. Where universal provision is not sufficient, we will provide timely, proportionate and evidence-informed targeted support.

The strategy builds on current practice. Leaders already identify pupils who face barriers, seek advice from external professionals, provide staff training, remove barriers to curriculum access, use pupil premium strategically and involve parents and carers in decisions about support. This strategy formalises and strengthens those arrangements through consistent assessment, provision mapping, adaptive teaching, accessibility improvements and improved monitoring of academic and non-academic outcomes.

Families are important partners in this work. Parents and carers will continue to contribute to the identification of needs, support planning and review of provision. We will use their knowledge of their children alongside information from pupils, staff and external professionals. The school will continue to work with relevant services so that specialist advice is understood, implemented and reviewed in school. Governors will receive regular information about inclusion, SEND provision, attendance, participation and impact.

2. 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
1	Sensory accessibility and environmental regulation in Key Stage 2. The upstairs classrooms in the Victorian school building become excessively hot during warmer weather, with temperatures reaching approximately 35 degrees in the summer. Heat, limited environmental flexibility and other sensory demands can make it difficult for pupils to remain regulated, attend to learning and participate comfortably. Pupils with sensory processing differences, autism, communication and interaction needs, physical needs or social, emotional and mental health needs may be particularly affected.
2	Inconsistent historic tracking and monitoring of SEND provision and progress. In previous years, SEND tracking has not been sufficiently consistent and support plans have varied in quality, particularly in the precision of targets and the recording of provision. The school needs a more reliable Assess, Plan, Do, Review cycle and a consistent provision map so that staff, families, leaders and governors can see what support is being provided and what difference it makes. This includes showing non-academic progress for pupils with the most complex needs who access the SEND hub, alongside academic progress currently tracked through B-Squared assessment.
3	Delayed or inconsistent identification of specific literacy barriers, including possible dyslexia. The school has identified a need for access to a dyslexia screener. Without appropriate screening and analysis, some pupils may experience prolonged difficulty with phonological processing, spelling, decoding, reading fluency, written recording and confidence. Screening will not be used as a diagnosis or as a replacement for high-quality teaching; it will help the school identify needs, plan reasonable adjustments and decide whether further specialist advice is required.
4	Inconsistent staff expertise and confidence in adaptive teaching. Staff require further training and shared expectations in adaptive teaching, as identified through the school's improvement work and previous inspection findings. Assessment information and knowledge of pupils' barriers are not yet used consistently enough to adapt explanations, modelling, scaffolding, grouping, resources, task demands and opportunities for independent practice. This can affect pupils' access to the full curriculum and the consistency of teaching across mixed-age classes.
5	Insufficient resources and consistent systems for movement and sensory regulation. Some pupils require planned movement breaks or sensory circuits to regulate, sustain attention and return successfully to learning. The school does not yet have all the resources needed to provide a consistent sensory circuit and movement-break offer.



Without suitable resources, some pupils may experience reduced engagement, increased dysregulation, difficulty managing transitions or reduced participation in learning and wider school activities.

3. Activity in This Academic Year

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.

The DfE defines the two activity types as follows:

- **Universal offer:** "Central to a stronger inclusive mainstream system is a universal offer built on high quality, adaptive teaching and whole-school practises that enable all children, including those who face barriers to learning and participation, to achieve and thrive."
- **Targeted support:** "For children and young people whose needs cannot be met through the universal offer alone, targeted support should be provided to enable them to achieve and thrive."

The activities below build on existing inclusive practice rather than duplicate it. They are intended to be implemented as a focused first-year programme, with leaders monitoring implementation and impact before adding further approaches.

Description of activity	Activity type	Total budgeted cost
1. Consistent SEND provision mapping, assessment and impact monitoring. Building on the school's existing early identification processes, external-professional advice and B-Squared academic assessment, the school will formalise a consistent whole-school Assess, Plan, Do, Review cycle using Provision Map. Staff will receive guidance on writing precise, measurable and pupil-centred outcomes; recording	universal	Provision Map- £1169 B-squared Autism add-on- £250



universal adjustments and targeted provision; and reviewing whether support has improved learning, engagement, communication, independence, wellbeing, behaviour and participation. Provision Map will be used to show provision across the four mixed-age classes and to support termly reviews with pupils, parents and carers. The school will explore and purchase software to complement B-Squared so that non-academic progress for complex pupils accessing the SEND hub can be recorded through meaningful indicators such as regulation, communication, independence, self-advocacy, relationships and participation. Leaders and governors will receive termly summaries of provision, progress and resource impact. This extends the school's current practice of knowing pupils well and working with families and external professionals by creating a consistent, accessible evidence base. The <u>Special Educational Needs in Mainstream Schools (EEF guidance report)</u> emphasises building an ongoing, holistic understanding of pupils and using assessment to inform provision. This activity falls under principle 1: ambitious leadership and governance that embeds inclusion and principle 2: evidence-based support prioritising early intervention. Barriers addressed: 2		
2. Whole-school adaptive teaching and inclusive curriculum implementation. The school will provide focused professional development, coaching and monitoring on adaptive teaching, with particular attention to mixed-age planning. Staff will develop a shared repertoire including explicit instruction, modelling, checking understanding,	universal	Staff CPD- £900 Cost of training, resources and supply.



cognitive and metacognitive strategies, scaffolding, flexible grouping, appropriate technology, pre-teaching and planned opportunities for independent practice. Training will use pupil profiles, assessment information and examples from Cotgrave classrooms so that adaptations remain ambitious and do not reduce access to the full curriculum. Leaders will use planning reviews, learning walks, book scrutiny, pupil conversations and staff reflection to check that adaptations are implemented consistently and that pupils with SEND are not routinely removed from high-quality teaching. The activity will also support the school's phonics, reading and writing priorities by ensuring that adaptations are embedded in phonics lessons, Drawing Club, reading instruction and writing tasks. This extends existing staff training and the school's strong knowledge of individual pupils by making adaptive teaching more consistent across all classes. The Special Educational Needs in Mainstream Schools (EEF guidance report) identifies high-quality teaching, ongoing assessment, scaffolding, explicit instruction, flexible grouping and effective use of technology as important approaches for pupils with SEND. Implementation will be planned and reviewed using the EEF Guide to implementation. This activity falls under principle 3: high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 2, 4		
3. Earlier identification and structured response to literacy barriers. Building on the school's new phonics programme, current phonics improvement work and Drawing Club	targeted	Dyslexia Screener- £1,000



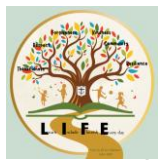
intervention, the school will introduce a consistent process for identifying pupils who may have specific literacy barriers. This will include an appropriate dyslexia screener, used alongside teacher assessment, phonics information, reading and spelling assessments, work scrutiny, pupil voice and discussion with parents and carers. Screening will inform teaching and reasonable adjustments rather than label pupils or replace professional assessment. Staff will use the information to plan matched phonics teaching, overlearning, decodable reading practice, vocabulary development, spelling support, adapted recording methods and targeted reading or writing support where required. Pupils receiving targeted support will have clear entry points, outcomes, review dates and arrangements for transferring learning back into classroom teaching. The school will evaluate interventions carefully and will not continue approaches that do not demonstrate sufficient impact. The Special Educational Needs in Mainstream Schools (EEF guidance report) supports early identification, diagnostic assessment and carefully selected interventions. Evidence about structured reading programmes and the importance of implementation fidelity will be considered through the EEF Promising Programmes evidence base. This activity falls under principle 2: evidence-based support prioritising early intervention and principle 3: high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 2, 3, 4		
4. Sensory-accessible Key Stage 2 classrooms and consistent regulation resources. The school will undertake a pupil-	universal	Blinds and UV film on upstairs windows: £1537.15



informed sensory and accessibility review of the upstairs classrooms, with priority given to heat, ventilation, light, noise, visual load, seating, movement routes and access to calm working areas. Leaders will identify practical short-term adjustments for periods of high temperature and will consider longer-term accessibility improvements within the limitations of the Victorian building. Classrooms will be organised to reduce avoidable sensory overload while maintaining rich, purposeful learning environments. The school will purchase and establish a consistent bank of sensory and movement resources, including equipment for a sensory circuit, planned movement breaks, regulation tools and visual prompts. Staff will be trained to use the resources as part of planned classroom practice rather than as an unstructured reward or removal from learning. Individual pupils whose needs cannot be met through the universal environment will have agreed sensory strategies recorded in their support plans and reviewed with families and relevant professionals. This builds on the school's current practice of removing barriers and implementing advice from external professionals by addressing a specific environmental gap in Key Stage 2. The <u>Inclusive mainstream fund: best practice for schools (DfE)</u> supports investment in inclusive environments and approaches that remove barriers to participation. This activity falls under principle 7: inclusive environments with continuous improvements to accessibility. Barriers addressed: 1, 5		Sensory Circuit Resources: £1,623.85
5. Inclusive participation, attendance and family partnership review. Building on the school's established	universal	Attend Training £120



trusting relationships with parents and carers, strategic use of pupil premium and work with external professionals, the school will strengthen the way it identifies and responds to attendance and participation barriers for disadvantaged pupils and pupils with SEND. Leaders will use attendance information, persistent absence indicators, punctuality, pupil and family views, behaviour information, wellbeing information and participation in enrichment to identify patterns early. Where attendance is a concern, the school will work with the pupil and family to understand barriers, agree practical actions and review their impact. This may include reasonable adjustments to the school day, support around transitions, a named trusted adult, planned reintegration, support for sensory needs and referral to wider services where appropriate. The school will also audit access to clubs, trips, residential opportunities, productions, playtimes and leadership roles so that pupils with SEND and disadvantaged pupils can participate meaningfully. The [Attendance toolkit for schools \(DfE\)](#) will inform the school's analysis and response. This activity falls under **principle 5: a safe and respectful culture fostering belonging, attendance, and participation in learning, principle 4: enriching provision beyond the classroom that all children can access and principle 6: strong partnerships with families and wider services. Barriers addressed: 1, 2, 5**



4. 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
1. SEND provision is consistently identified, planned, delivered and reviewed across the school.	All pupils receiving targeted SEND support have an up-to-date plan or provision-map record with clear outcomes, provision, responsibilities and review dates. At least three formal Assess, Plan, Do, Review points are completed during the academic year where appropriate. Monitoring shows that classroom staff understand pupils' current needs and agreed strategies. Parents and carers report that they understand the support in place and are involved in reviews. Leaders and governors can identify the impact and cost of provision, including non-academic progress for pupils accessing the SEND hub.
2. Pupils with SEND and other additional needs experience more consistent high-quality adaptive teaching.	Monitoring shows increased consistency in explicit instruction, modelling, scaffolding, checking understanding, flexible grouping and planned adaptations across Classes 1–4. Planning and work scrutiny show that pupils access the ambitious curriculum and are not routinely given reduced learning or unnecessary withdrawal from classroom teaching. Pupil work, assessment information and teacher observations show improved progress in reading, writing and the wider curriculum. Pupils report improved engagement, confidence and ability to participate in learning.
3. Literacy barriers are identified earlier and pupils receive appropriately matched support.	A dyslexia-screening process is in place and used alongside wider assessment and professional judgement. Pupils identified as needing additional phonics, reading, spelling or writing support have baseline information, clear targets and scheduled reviews. Phonics screening, reading fluency, decoding, spelling and writing information shows improved progress for identified pupils, with gaps narrowing where this is realistic. Pupils demonstrate increased confidence, engagement and



	willingness to read and write. Interventions that do not demonstrate sufficient impact are adapted or stopped.
4. Key Stage 2 classrooms are more accessible and pupils are better able to regulate and participate.	A sensory and accessibility review has been completed and actions are recorded, prioritised and monitored. Practical arrangements are in place for periods of excessive heat. Sensory circuit and movement-break resources are available, used safely and linked to pupil need. Pupil and staff feedback indicates that classrooms are more comfortable and accessible. Records show reductions in dysregulation, lost learning time and avoidable behaviour incidents linked to sensory overload. Pupils increasingly use agreed regulation strategies and return to learning successfully.
5. Attendance, belonging and participation improve for pupils facing the greatest barriers.	Attendance is analysed by SEND, disadvantage and other relevant groups each half term. The attendance gap for disadvantaged pupils is monitored and actions are reviewed for impact. Pupils at risk of persistent absence receive timely, individualised support developed with their families. Attendance improves for identified pupils or shows sustained improvement against an agreed baseline. Pupil voice indicates that pupils feel safe, respected and that they belong. Participation records show that pupils with SEND and disadvantaged pupils access clubs, trips, residential experiences, performances, playtimes and wider leadership opportunities. Behaviour records show positive engagement and a reduction in incidents where unmet need or environmental barriers are contributing factors.