# Inclusion Strategy Template

## Inclusion Strategy – Miers Court Primary

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 |
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| Academic year/years that our current Inclusion Strategy covers | 2026-2027 |
| Date this statement was published | November 2026 |
| Date on which it will be reviewed | November 2027 |
| Statement authorised by | Lindsay Fordyce |

## Statement of intent

At Miers Court Primary School, we believe that every child belongs, is valued and can succeed. We are committed to creating a nurturing, inclusive environment where all pupils, including those with SEND, additional needs, English as an Additional Language (EAL), and those facing barriers to learning, are supported to achieve their full potential. Our vision reflects our wider commitment to equality, diversity and participation for all members of our school community.

Our Inclusion Strategy is guided by the Department for Education's 7 Principles of Inclusion**.** These principles help us to:

- Embed inclusion in leadership, decision-making and school improvement.
- Identify needs early and provide support as soon as possible.
- Develop confident, skilled staff who can meet a wide range of needs.
- Create positive relationships and a strong sense of belonging.
- Remove barriers to attendance, participation and achievement.
- Work effectively with specialist services and community partners.
- Use evidence and pupil outcomes to continually improve our provision.

At Miers Court, inclusion is not an additional programme; it is at the heart of everything we do and is the entitlement for every child. . We provide high-quality

teaching, adaptive approaches, targeted support and a curriculum that celebrates diversity and enables every child to flourish. We are committed to promoting equal opportunities, eliminating discrimination and fostering positive relationships across our school community.

Families play a vital role in shaping our inclusive culture. In developing this strategy, we have drawn on feedback from parents and carers through consultations, parent feedback, day-to-day conversations, school communications and our ongoing parental engagement work. We believe that the strongest outcomes for children are achieved when home and school work together in partnership.

We will continue to listen to the voices of pupils, parents, staff and governors as we review and strengthen our inclusive practice. By working together, we aim to ensure that every child at Miers Court feels safe, respected, included and empowered to achieve their very best.

The four primary schools within our Trust (Miers Court, Deanwood Primary, Temple Mill and Thamesview Praimry) have jointly committed **Mainstream Inclusion Funding** to establish a Trust-wide Primary Inclusion and Engagement Practitioner. This strategic investment enables us to provide specialist expertise across all schools, ensuring that pupils and families can access support at the earliest possible stage.

The four schools have chosen to work collaboratively because we recognise that the barriers pupils face do not fall neatly into separate categories.
Attendance affects attainment
Wellbeing affects behaviour
Behaviour affects learning
Family circumstances can influence all of the above.

Rather than viewing these areas in isolation, our framework recognises the interconnected nature of inclusion and provides a coherent approach to supporting every child.

By pooling expertise and resources, we are able to:

- Provide earlier intervention
- Build staff expertise
- Strengthen family engagement
- Improve attendance.
- Enhance SEND provision
- Improve outcomes for vulnerable pupils
- Ensure consistency of provision across all schools

## 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)* |
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| 1 | **Sustaining and further developing high-quality inclusive teaching including adaptations**<br><br>Miers Court has a strong culture of inclusion and a commitment to high-quality teaching for all pupils. As the complexity and diversity of pupil needs continues to grow, it remains essential to further develop and sustain staff expertise in adaptive teaching, communication and language, assistive technology, SEND provision and inclusive classroom practice.<br><br>Ongoing professional development, coaching and collaborative approaches ensure that all pupils, including those with SEND and additional needs, can successfully access an ambitious curriculum, participate fully in learning and make strong progress from their individual starting points. |
| 2 | **Speech, Language and Communication Needs (SLCN)**<br><br>Miers Court has identified an increasing number of pupils entering EYFS and further up the school as In-Year Admissions, with delayed speech, language and communication skills. These difficulties impact children's ability to access the curriculum, develop social relationships and communicate their needs effectively. Demand for NHS Speech and Language Therapy continues to exceed capacity, resulting in lengthy waiting times for assessment and intervention. Consequently, the school has increasingly funded private speech and language support to ensure early intervention.<br><br>The school screen EYFS pupils in Term 2 using Speech and Language Link to support Early identification and intervention. This is essential to prevent these difficulties from becoming longer-term barriers to achievement. |
| 3 | **Social, Emotional, Mental Health Needs (SEMH)**<br><br>The school has an increasing number of pupils presenting with SEMH needs, EBSA, anxiety, emotional vulnerability, or challenges with self-regulation. These factors can affect readiness to learn, attendance, engagement, relationships and participation.<br><br>This has resulted in an increased need for therapeutic and pastoral interventions, including EBSA support, ELSA support, Drawing and Talking interventions, and tailored inclusion support. |

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| | To meet this growing need, the school has established two Inclusion Hubs supporting pupils in Years Reception and Year 1.<br><br>The trend indicates both increasing prevalence and complexity of SEMH needs across the school. |
| 4 | **Increasing Complexity and Volume of SEND and EHCP Provision**<br><br>The number of pupils with SEND needs including EHCPs is growing. Currently, this stands at 19.76%.<br><br>In addition, the complexity of needs identified within EHCPs has also grown, requiring increasingly specialist provision within mainstream settings. Recruiting and developing staff with the expertise required to deliver highly specialised provision remains a challenge. Whilst local authority outreach services provide support, availability is limited and training can be difficult to access due to demand across the county. To address this challenge, the school has invested in inclusive provision models and specialist training that benefit groups of pupils and strengthen whole-school capacity rather than relying solely on individualised support. |
| 5 | **Inequitable access to wider opportunities and enrichment**<br><br>Financial, physical, social, emotional or communication barriers can limit some pupils' access to educational visits, clubs, residential experiences, leadership roles, outdoor learning and wider enrichment opportunities. Ensuring equitable access to these experiences is essential in developing confidence, aspiration, cultural capital and personal development.<br><br>The development of OPAL and Forest School is a key part of this enrichment for all pupils. |

## 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** *(noting evidence and barrier numbers addressed)* | **Activity type** (*whether it is universal or targeted)* | **Total budgeted cost** *(this should account for spend from IMF and core budget allocations)* |
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| **Sustaining and further developing high-quality inclusive teaching including adaptations**<br>To strengthen inclusive practice, early identification and evidence informed teaching through support from the local SENCo and Inclusion groups and Trust lead. Through coaching, modelling, professional development and strategic guidance, staff will develop expertise in adaptive teaching, communication and language, and other SEND provision. This will be supported through whole-school CPD and consistent use of the school Inclusion Framework to ensure a consistent and evidence-informed approach to identifying need, planning provision and monitoring impact. | Universal and targeted | |
| **Speech, Language and Communication Needs (SLCN)**<br>Continue commissioning additional speech and language support to supplement NHS provision, ensuring pupils receive timely assessment, intervention and programme delivery.<br>Continue to use Speech and Language link to strengthen early identification and intervention in EYFS and across the school.<br>Develop staff expertise in speech, language and communication through whole-staff training, coaching and implementation of evidence-informed | Targeted<br>Universal<br>Universal | |

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| communication strategies across classrooms. | | |
| **Social, Emotional, Mental Health Needs (SEMH)**<br><br>Targeted support for EBSA through early morning provision including breakfast provision and direct with trained ELSA and staff who have received EBSA Level 2 training.<br><br>Targeted provision for Lunch Club support in The Nest to provide personalise support, nurture and intervention.<br><br>Inclusion Hubs for Reception and Year 1 – Ongoing support from Local Authority Outreach providers to ensure that staff are meeting the needs of individual pupils and that they can increasingly access whole class learning where appropriate.<br><br>Continue pastoral interventions, including ELSA support, Drawing and Talking and therapeutic support programmes to improve emotional wellbeing, resilience and engagement with learning<br><br>Part fund the Trust-wide Primary Inclusion and Engagement Practitioner role to provide specialist support across attendance, EBSA, inclusion, family engagement and complex casework, including direct intervention, home-school liaison and staff capacity building. | Universal and<br><br>Targeted | |
| **Increasing Complexity and Volume of SEND and EHCP Provision**<br><br>Commission specialist outreach, educational psychology and bespoke SEND training where gaps in local authority provision exist to ensure | Targeted | |

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| staff can meet increasingly complex needs within mainstream classrooms.<br><br>Further develop the school's Inclusion Hubs to provide structured support, relational practice and graduated pathways back into full classroom participation where appropriate. | | |
| **Inequitable access to wider opportunities and enrichment**<br><br>Forest School training and the development of outdoor learning.<br>Development of OPAL spaces and resources including environments that promote resilience, wellbeing, communication, independence and engagement through meaningful outdoor experiences.<br>Inclusive opportunities for access to clubs, educational visits, residential experiences, Local Authority and Trust wide events to develop cultural capital, confidence and aspiration. | Universal | |
| **Trust-Wide Primary Inclusion and Engagement Practitioner.**<br><br>The role supports schools by:<br>• Working directly with pupils and families.<br>• Improving attendance and engagement.<br>• Supporting emotionally vulnerable pupils.<br>• Coordinating interventions.<br>• Strengthening family partnerships.<br>• Supporting transition and reintegration.<br>• Facilitating multi-agency working.<br>• Building capacity within schools.<br><br>This shared role enables expertise to be deployed where it is most needed and ensures an equitable approach across the partnership | Universal and Targeted | |

## 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 |
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| Improvement in high quality inclusive teaching and time sensitive 'in the moment' adaptations for pupils.<br>This will strengthen the quality and consistency of provision across the school, ensuring that all pupils including those with additional needs and SEND can access an ambitious curriculum and make strong progress from their starting points. | Improved quality of teaching evidenced through learning walks, monitoring and pupil outcomes.<br>Increased staff confidence and expertise in inclusive practice.<br>Consistent implementation of adaptive teaching strategies across classrooms.<br>Improved engagement, progress and attainment for pupils with SEND.<br>Increased capacity to identify and respond effectively to emerging needs. |
| Improved speech, language and communication skills for pupils identified with SLCN. | Increased proportion of pupils meeting age-related communication expectations in EYFS; Speech Link and intervention data demonstrate measurable progress; reduced need for high-level intervention due to earlier identification and support. |
| Improved attendance and engagement for pupils with SEND and additional needs. | Attendance of SEND pupils improves from current baseline; reduction in persistent absence amongst SEND pupils; increased successful reintegration following attendance intervention and reduced escalation of EBSA concerns. |
| Improved emotional wellbeing, resilience and sense of belonging. | Pupil voice demonstrates improved feelings of safety, belonging and engagement; reduction in dysregulation incidents requiring removal from learning; improving resilience through outdoor learning opportunities; increased |

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| | participation in learning and school activities. |
| Increased capacity for pupils with SEMH needs to access mainstream learning successfully. | More pupils are able to access learning within classroom environments for sustained periods; successful use of Inclusion Hubs demonstrated through individual pupil outcomes and reduced need for specialist placements. |
| Increased staff confidence and expertise in meeting complex SEND needs. | Staff training evaluations show improved confidence; leaders observe consistent implementation of inclusive strategies; improved quality of adaptive teaching and targeted support across the school. |
| Improved outcomes for pupils with EHCPs and complex needs. | EHCP outcomes show positive progress; provision is implemented consistently across the school; fewer requests for escalation due to unmet need; improved parental confidence in the school's ability to meet children's needs. |
| Stronger partnership working with families. | Increased parental engagement in reviews, consultations and support plans; positive parent feedback; improved collaboration between home and school to support attendance, learning and wellbeing. |
| Sustainable, Trust-wide improvement in inclusion practice. | Consistent inclusion systems operating across Trust primary schools; measurable impact from the Primary Inclusion and Engagement Practitioner role; improved inclusion, attendance and participation outcomes across vulnerable pupil groups. |