Inclusion Strategy – Brambles Primary Academy

This statement details our 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	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Angela Inns

Statement of intent

At Brambles Primary Academy, we are committed to ensuring that every child is known, valued and supported to belong, participate, thrive and achieve. Inclusion drives our vision and underpins all aspects of school life. Through our vision of '*creating a climate where everyone succeeds, belongs and thrives',* we strive to ensure that all pupils experience a strong sense of belonging, achieve their potential and are equipped to flourish both in school and beyond. This commitment is further reflected in our core values of Respect, Responsibility and Achievement, which guide our relationships, decisions and daily practice.

We recognise that some pupils face barriers to learning linked to social, emotional and mental health needs, SEND, particularly anxiety, neurodiversity, communication and language difficulties, and trauma, which can result in dysregulation, gaps in learning and reduced access to enriching experiences. Our strategy has been shaped through ongoing consultation with pupils, families, staff, governors and partner agencies.

By listening to our community, we have identified key priorities and developed a shared commitment to ensuring every child can flourish, achieve their potential and experience success in school and beyond. In doing so, we promote a culture of respect for individual differences, encourage pupils to take responsibility for their learning and wellbeing, and support every child to experience achievement in its broadest sense.

Our inclusion strategy is designed to identify and remove these barriers through early intervention, high-quality teaching and responsive support. Guided by the seven principles of inclusion, we embed inclusion within school improvement planning, decision-making and accountability.

Evidence-informed support and early intervention ensure needs are identified quickly and appropriate provision is implemented before challenges escalate. High-quality adaptive teaching is the foundation of our strategy, with curriculum design and resources planned to meet a wide range of learner needs.

Through enriching provision beyond the classroom, we ensure all pupils can access clubs, trips, leadership opportunities and experiences that broaden horizons, develop responsibility and build character.

We promote a safe and respectful culture through relational and trauma-informed practice, helping pupils develop positive wellbeing, strong relationships and a sense of belonging. By fostering mutual respect and celebrating diversity, we create an environment where all members of our community feel valued and included. Strong partnerships with families and external services enable us to meet individual needs effectively and support successful transitions. We are also committed to improving physical, sensory and cognitive accessibility so all pupils can participate fully in school life, succeed in their learning, belong within our community and thrive both now and in the future.

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 Early Identification	Increasing numbers of pupils experience barriers to attendance, belonging, engagement, participation and success as a result of unmet, unidentified needs, which must be identified early with a transparent graduated response in place.
2. Trauma and behavioural regulation	A growing number of pupils are identified as having SEMH needs as a result of trauma and adverse life experiences, contributing to dysregulation, unsafe behaviours, difficulties with relationships and therefore reduced readiness to learn.
3. Communication and interaction	Increasing complexity and prevalence of speech, language and communication needs are impacting pupils' ability to access learning, express themselves effectively and develop positive social relationships.
4. Meeting diverse learning needs through inclusive practice	An increasing number of pupils are working below age-related expectations and present with a wide range of complex learning profiles, requiring adaptive teaching, personalised support and plans.
5. Access to enrichment, aspirations and wider opportunities	Some pupils face barriers to accessing experiences that broaden horizons, build character, develop confidence and strengthen their sense of belonging within the school community.
6. Use of timetables and spaces	The traditional one size fits all approach to classroom teaching is not suitable for all learners and a personalised approach to learning with appropriate spaces and timetables continues to develop in response to individual need.

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)*
Develop strong partnerships with families Through regular SEND forums, parent workshops, information-sharing events and effective signposting to specialist services and community support. Families will be empowered to work in partnership with school and access wider sources of advice and support. **Addresses Barrier 1** Evidence shows that parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. (EEF Working with Parents to Support Children's Learning Guidance report)	Universal	£2,000
Provide high-quality professional development for teachers and classroom assistants To strengthen staff knowledge and confidence in meeting a wide range of SEND needs, particularly speech, language and communication needs (SLCN) and autism. Training will focus on adaptive practice, communication strategies, sensory needs, inclusive environments and promoting independence. **Addresses Barriers 1, 2, 3 & 4.** **Evidence shows** Supporting high quality teaching is pivotal in improving children’s outcomes (EEF Effective Professional Development guidance report)	Universal	£8,000
Commission direct clinician work with identified pupils - clinical psychologist occupational therapist speech and language therapist	Targeted	£10,000

To build staff expertise, support early identification and develop effective provision for pupils with complex needs. **Addresses Barriers 1, 2 & 3.** Evidence shows that assessment from specialist professionals helps to create a holistic understanding of pupils and their needs**.** (EEF Special Educational Needs in Mainstream Schools Guidance Report).		
SEMH Intervention /Mentoring /Play Therapy To enable a child to explore their worries, fears, relationships and experiences using toys, creative activities, stories and role play in a safe space. **Addresses Barriers 2 & 6.** Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	Targeted	£4,000
Embed high-quality adaptive teaching across the school through consistent implementation of evidence-informed inclusive classroom practice. This includes adaptive teaching, scaffolding, explicit instruction, communication-friendly classrooms and reasonable adjustments to ensure all pupils can access the curriculum. **Addresses Barriers 3 & 4.** Evidence shows that high-quality teaching has the greatest impact on outcomes for pupils with SEND (EEF Special Educational Needs in Mainstream Schools Guidance Report).	Universal	£15,000
Deliver evidence-informed interventions For pupils identified through assessment as requiring additional support. This includes targeted speech, language and communication interventions, social communication programmes and other evidence-based approaches delivered alongside high-quality classroom teaching. **Addresses Barrier 4** Evidence shows that by complementing high quality teaching with carefully selected small-group and one-to-one interventions can have a significant impact on outcomes. (EEF Special Educational Needs in Mainstream Schools Guidance Report).	Targeted	£10,000
Enhance participation in enrichment opportunities	Universal	£5,000

By removing barriers to extra-curricular activities, educational visits, creative arts, music, leadership opportunities and sport. This will ensure pupils with SEND can participate fully in the wider life of the school and develop confidence, relationships and a sense of belonging. **Addresses Barrier 5.**		
Establish and embed high-quality specialist provision for pupils with complex SEND. Develop a sensory room, a pastoral room and a learning space for children with complex SEND. Establishing and embedding a specialist base provision will ensure that these pupils can access an appropriately adapted curriculum, develop key communication and independence skills, and participate meaningfully in school life. The provision will strengthen the school's inclusive practice and improve outcomes for pupils with the most significant barriers to learning. **Addresses Barrier 6.** Using inclusion spaces to support specific needs, such as social, emotional, and mental health challenges, or special educational needs and disabilities help to make schools more inclusive. (DfE, Inclusion bases in schools)	Universal	£15,000

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
Develop strong partnerships with families Through regular SEND forums, parent workshops, information-sharing events and effective signposting to specialist services and community support. Families will be empowered to work in partnership with school and access wider sources of advice and support.	There is strong and sustained engagement between families and the school, with parents and carers regularly attending SEND forums, review meetings and workshops and reporting that they feel informed, listened to and supported. Effective partnerships will enable families to play an active role in their child's education and development, while increased opportunities for information sharing will strengthen communication and trust. Specialists will be invited to contribute to forums and workshops, providing expert advice and signposting families to relevant external services, community organisations and sources of support. As a result, families will feel empowered to access appropriate support, make informed decisions and work collaboratively with the school to achieve positive outcomes for their children.

Provide high-quality professional development for teachers and classroom assistants To strengthen staff knowledge and confidence in meeting a wide range of SEND needs, particularly speech, language and communication needs (SLCN) and autism. Training will focus on adaptive practice, communication strategies, sensory needs, inclusive environments and promoting independence.	Staff knowledge, confidence and competence in identifying and meeting a wide range of SEND needs, particularly those relating to speech, language and communication needs (SLCN) and autism will be increased. Teachers and classroom assistants will consistently implement adaptive teaching strategies, effective communication approaches and appropriate sensory support within their daily practice. Classroom environments will become increasingly inclusive, enabling pupils to access learning more independently and successfully. The impact of professional development will be evidenced through improved quality-first teaching, positive classroom observations, increased staff confidence in supporting SEND pupils, and enhanced pupil engagement, participation and progress. Feedback from staff, pupils and families will demonstrate that children with SEND feel understood, supported and able to thrive within an inclusive learning environment.
Commission direct clinician work with identified pupils - clinical psychologist occupational therapist speech and language therapist To build staff expertise, support early identification and develop effective provision for pupils with complex needs.	Identified pupils receive timely and targeted support from commissioned specialists, including a Clinical Psychologist, Occupational Therapist and Speech and Language Therapist. This specialist input will improve pupils' access to learning, participation, communication skills, emotional wellbeing and independence. Recommendations provided by clinicians will be implemented consistently by school staff, leading to increased staff knowledge, confidence and expertise in supporting pupils with complex needs. The impact of this work will be reflected in reduced barriers to learning, particularly those related to communication, sensory processing and emotional regulation, alongside improved pupil outcomes through a coordinated and collaborative approach involving clinicians, school staff and families.
SEMH Intervention /Mentoring /Play Therapy Pupils accessing SEMH intervention and mentoring demonstrate improved emotional wellbeing, self-regulation, engagement and resilience, enabling them to participate fully in school life and achieve positive outcomes.	Impact of SEMH interventions will be evidenced through measurable improvements in pupils' emotional regulation and overall wellbeing, enabling them to manage their feelings and behaviours more effectively. Pupils will demonstrate increased engagement in learning, alongside improvements in attendance and punctuality. The impact of support will also be reflected in a reduction in behavioural incidents, exclusions and episodes of dysregulation. In addition, pupils will show enhanced confidence, stronger relationships with peers and adults, and a greater sense of belonging within the school community. Outcomes will be further validated through positive feedback from pupils, families and staff, highlighting the beneficial impact of the intervention on the child's wellbeing, participation and personal development.
Embed high-quality adaptive teaching across the school through consistent implementation of evidence-informed inclusive classroom practice. This includes adaptive teaching, scaffolding, explicit instruction, communication-friendly	Monitoring of lesson visits demonstrate the consistent implementation of high-quality adaptive teaching strategies across the school. Staff will confidently adapt teaching through the use of scaffolding, explicit instruction, communication-friendly approaches and reasonable adjustments to meet the diverse needs of pupils with SEND. As a result, pupils will experience improved access to the curriculum, increased

classrooms and reasonable adjustments to ensure all pupils can access the curriculum	engagement in learning and stronger progress over time. The impact of this work will also be reflected in increased staff confidence and competence in supporting pupils with a wide range of needs, ensuring that inclusive practice is embedded across all classrooms and that every pupil has the opportunity to succeed.
Deliver evidence-informed interventions For pupils identified through assessment as requiring additional support. This includes targeted speech, language and communication interventions, social communication programmes and other evidence-based approaches delivered alongside high-quality classroom teaching.	The delivery of evidence-informed interventions is implemented with fidelity, regularly reviewed and demonstrate measurable impact on pupils' academic, communication, social and emotional outcomes. Targeted interventions, including speech, language and communication programmes, social communication support and other evidence-based approaches, will complement high-quality classroom teaching and address identified areas of need. Entry and exit assessments will demonstrate positive progress for targeted pupils, showing improved attainment, participation and confidence. Ongoing monitoring will ensure interventions remain responsive and effective, enabling pupils to overcome barriers to learning and achieve positive outcomes.
Enhance participation in enrichment opportunities By removing barriers to extra-curricular activities, educational visits, creative arts, music, leadership opportunities and sport. This will ensure pupils with SEND can participate fully in the wider life of the school and develop confidence, relationships and a sense of belonging.	Increased participation of pupils with SEND in extracurricular activities, educational visits, creative arts, sports and leadership opportunities, demonstrating greater inclusion and access to the wider life of the school. Pupils will report an increased sense of belonging, confidence and enjoyment of school, alongside improved emotional regulation and wellbeing. This will be reflected in greater engagement in learning and school activities, improved attendance and punctuality, and a reduction in behavioural incidents, exclusions and dysregulated responses. Positive feedback from pupils, families and staff will further demonstrate the impact of support on pupils' confidence, relationships and overall school experience.
Establish and embed high-quality specialist provision for pupils with complex SEND. Develop a sensory room, a pastoral room and a learning space for children with complex SEND. Establishing and embedding a specialist base provision will ensure that these pupils can access an appropriately adapted curriculum, develop key communication and independence skills, and participate meaningfully in school life. The provision will strengthen the school's inclusive practice and improve outcomes for pupils with the most significant barriers to learning.	There is an increased capacity within the school to meet the needs of pupils with SEND and other additional needs through effective and timely support. Pupils will demonstrate improved engagement, participation, attendance and overall wellbeing, alongside greater emotional regulation, independence and readiness to learn. The effectiveness of provision will also be reflected in reduced exclusions, suspensions and barriers to learning, enabling more pupils to be successfully maintained in mainstream education with appropriate support. Positive feedback from pupils, families and staff will further demonstrate that provision is responsive, impactful and meeting individual needs effectively.