Inclusion Strategy – Billinghay CE 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	2026-2027
Date this statement was published	26.11.26
Date on which it will be reviewed	31.8.27
Statement authorised by	Governing Body on 24.11.26

Statement of intent

Our motto, Believe to Achieve: Empowering a Community of Hope and Aspiration, reflects the strong foundations we seek to provide for every child. We encourage our pupils to understand that, with God's guidance, together with hard work, perseverance and determination, their aspirations can become reality.

We strive to nurture resilient, curious and creative learners, inspiring every member of our school community to shine brightly and contribute positively to the life of our Church school. Guided by our Christian vision, we are committed to ensuring that every pupil experiences love, belonging and opportunity, regardless of their starting point, individual needs or personal circumstances.

We celebrate diversity and recognise that our differences enrich our community. We are dedicated to providing equitable access to high-quality learning experiences for all children, irrespective of their background, ability, special educational needs, disability, culture, faith, gender, language or life experiences. Our ambition is for every child to feel safe, valued, respected and included, with a strong sense of belonging and the confidence to thrive and fulfil their potential.

Inclusion sits at the heart of everything we do. It is not an additional aspect of school life but the foundation of an excellent education. We believe that every child has the

right to belong, participate, succeed and flourish within our school community. We are committed to creating an environment where differences are embraced, barriers to learning do not define a child's future, and every child is supported to thrive academically, socially, emotionally and spiritually.

We recognise that every teacher is responsible for every child, including pupils with Special Educational Needs and/or Disabilities (SEND). We believe that high-quality teaching is the most significant factor in improving outcomes for all pupils, particularly those with SEND. Therefore, we continually work to strengthen classroom practice through evidence-informed approaches, adaptive teaching and inclusive strategies that enable all learners to participate, achieve and make progress.

Our Inclusion Strategy outlines how we identify, reduce and remove commonly occurring barriers to learning, participation and achievement, ensuring that every pupil can access a broad, ambitious and well-sequenced curriculum.

The biblical teaching, "Ask and it will be given to you; seek and you will find; knock and the door will be opened to you" (Matthew 7:7), reminds us that opportunity, perseverance and faith can open doors to a brighter future. As a school, we seek to equip every member of our community with the confidence, ambition, curiosity and resilience to pursue opportunities and embrace challenges, knowing they feel valued, a sense of belonging, supported and their voice matters.

We are committed to providing high-quality provision through adaptive teaching, strong relationships, early identification of need and a graduated approach to support. Specialist interventions and targeted provision are used to enhance, rather than replace, inclusive classroom practice, ensuring that all pupils remain active participants in the life of the school.

Our strategy is underpinned by the Department for Education's seven principles of inclusion, which are:

1. Ambitious leadership and governance: Embedding inclusion as a strategic priority across school planning, decision-making, and continuous improvement.
2. Evidence-based support: Prioritizing early intervention to identify and address barriers to learning before difficulties become entrenched.
3. High-quality adaptive teaching: Designing an accessible, engaging curriculum tailored for all learners.
4. Enriching provision beyond the classroom: Ensuring all children can access wider school experiences and opportunities regardless of need.

5. A safe and respectful culture: Fostering a sense of belonging, positive attendance, and active participation in learning.
6. Strong partnerships: Working closely with families and wider multi-agency services.
7. Inclusive environments: Making continuous improvements to physical, sensory, and communication accessibility.

These principles are reflected in our daily practice through high expectations for every child, meaningful partnerships with families, inclusive teaching approaches, effective deployment of resources, collaboration with external agencies and evidence-informed decision-making. We recognise that inclusion is an ongoing journey of reflection, learning and improvement, and we remain committed to continually strengthening our provision.

Inclusion is vital for some but valuable for all.

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
	Our inclusion priorities are informed by attendance, attainment, participation and well being data alongside the lived experiences of pupils, families and staff including transition work with local nurseries and a sound understanding of our context. Our school community includes children from a range of socioeconomic backgrounds, with 37% eligible for free school meals, 24% identified as having additional support needs, 4% with English not deemed to be their first language, 92% with white British ethnicity. School stability is well below average. Attendance is below the national average however is showing an increasing trend. In terms of the Multiple Deprivation Rank we are ranked 9041 out of 32 844 neighbourhoods, putting school in decile 3, in the top 30% of most deprived neighbourhoods in the country (27.5 percentile).
	There is a high percentage of disadvantaged pupils at school, which is above the NA. 'Whilst communication and language approaches show positive benefits for young children's development (inc spoken language skills, their understanding of language and early reading skills) these are particularly important for children from disadvantaged backgrounds'. We will focus on this in terms of the strong foundations we provide for our pupils from YR but language development is a lifelong process. A focus on high quality teaching and effective communication approaches can help to reduce attainment gaps, particularly for pupils from disadvantaged backgrounds, and can support all pupils to make progress.' DfE Sept 26: Introduction to speech, language and communication. SEND and Inclusion training.
1	Analysing data for pupils not at age expectations in reading, a large proportion of these pupils are also SEND. This is a barrier to accessing the curriculum and future learning and opportunities. Historically, pupils who are SEN Support are below the national average in the phonic screening check.
2	Gaps in early language and vocabulary development. Difficulties understanding language, developing vocabulary, expressing ideas.
3	Speech, language and communication needs. Communication and language are the foundations for all other areas of learning in the Early Years, underpinning learning, social interaction and emotional wellbeing. Early language development also supports later literacy. 'Children from disadvantaged backgrounds and those with SEND are disproportionately more likely to require additional support with spoken

	language development when they enter school'. We overcome this barrier through good transition approaches with nurseries, formative and summative assessments, observations to identify individual pupil's needs and respond accordingly.
4	Self regulation, emotional wellbeing and readiness to learn. Difficulties managing emotions, sustaining attention and regulating behaviour.
5	Attendance of pupils with SEND is improving, however the percentage of SEND pupils who are persistently absent is above the NA.
6	Limited access to enrichment, cultural experiences and wider opportunities. Pupils tend to have a lack of life experiences beyond Billinghay.
7	Barriers to parental engagement and often low aspirations for the future.

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)*
CPD for our SENDCo provided by LEAD Teaching School LEARN SEN HUB CPD Inclusion Principles and Practice • high quality adaptive teaching with curriculum designed for all learners. • evidence-based support prioritising early intervention **Barriers: 1, 2, 3**	Universal	£750
CPD for two members of the Senior Leadership Team. Adaptive Teacher Pathway. LEAD Teaching School LEARN SEN HUB • high quality adaptive teaching with curriculum designed for all learners • evidence-based support prioritising early intervention • strong partnerships with families and wider services **Barriers: 1, 2, 3, 7**	Universal	£1,500

Universal RISE SEND Offer. Prioritising high quality adaptive teaching. Inclusion Principles and Practice • high quality adaptive teaching with curriculum designed for all learners. • evidence-based support prioritising early intervention **Barriers: 1, 2, 3**	Universal	£1,000
Ambitious leadership and governance Strengthening systems for data collection and analysis to better understand the needs of pupils. Historically pupils who are SEN Support are below the national average in the phonic screening check. Evidence based support inc EEF Promising Programmes. FFT Reciprocal Reading **Barriers: 1, 2, 3**	Universal	£1,500
Removing the barrier to engagement and participation. We look at opportunities re sport already. Use funding to deliver activities and wider opportunities for pupils to participate in creative arts. Music, art, drama • Accessible and enriching provision beyond the classroom. • Enrichment activities. Deliver activities and wider opportunities for pupils to build life skills and participate in creative arts. **Barrier: 6, 7**	Universal	£1,500
Creating inclusive environments with continuous improvements to accessibility A safe and respectful culture	Universal	£2,000

Development of a quiet space to be used during the day inc break and lunch for pupils who need it. **Barriers: 4**		
A safe and respectful culture Implementation of attendance interventions that consider the needs of pupils with SEND. Early identification, individual attendance plans. **Barrier: 5**	Universal	£500
Strengthen partnerships with families and external services through SEND family forums. Informal sessions inc coffee am. **Barrier: 7**	Universal	£500

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
A practical, collaborative programme designed to strengthen systems, sharpen practice, and improve outcomes for all learners. Across four sessions, you will: • Evaluate and refine core processes for identification, assessment, and provision mapping • Strengthen the design and impact of high-quality interventions • Explore inclusion beyond systems through the lens of belonging, participation, and lived experience	SENDCO attends the 4 sessions of training and disseminates back to the Senior Leadership Team. SENDCO leads school based CPD for all staff. By Dec 26, school staff understand the principles of inclusion. They reflect on how inclusive our school community is and audit our current provision and consider priorities. By July 27, school reviews and refines how we identify, assess and provision map. High quality interventions are monitored and the impact is clearly evidenced. Monitoring shows that pupils feel safe, valued, that they belong, they are respected and their voice matters giving them the confidence to thrive – through pupil discussions and questionnaires.

Day 1: Foundations of Adaptive Teaching • The context of adaptive teaching and the statutory guidance shaping inclusive practice. • Understanding what adaptive teaching is – and what it is not. • Core principles of high-quality teaching to support all learners. • Practical strategies for adaptive teaching, tailored to the four broad areas of need. Day 2: Assessment, Collaboration, and Technology • The role of assessment in ensuring timely and meaningful adaptations. • How teachers and TA's can collaborate to effectively adapt the curriculum. • Effective communication strategies for working with colleagues, parents, and carers. • Exploring AI and assistive technology: How digital tools can support adaptive teaching and meet diverse learning needs.	By July 27 staff develop expertise in adapting provision for pupils working below age expectations. Monitoring shows that approaches to adapt lessons using formative assessment to meet the needs of all learners are embedded. Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of pupils' needs. Reasonable adjustments or adaptations to the curriculum or teaching are embedded so specific pupils' needs are well targeted and reducing barriers. Adaptations focus on long term success. We will equip every member of our community with the confidence, ambition and resilience to pursue opportunities and embrace challenges. Reduction in the commonly occurring barriers to learning, participation and achievement. Lessons sampled demonstrate effective inclusive adaptations.
Universal RISE SEND Offer. Supply costs to do CPD then prepare presentation for staff. Make biggest difference for pupils as prioritizing high quality adaptive teaching. High quality teaching is the most important lever for improving outcomes	Closing of the attainment gap for SEN pupils to non SEN pupils through increasing the number of pupils with SEN achieving the expected standard as a minimum.
Increase the percentage of pupils who are SEN Support to be at age related expectations in reading so they are n line with non SEN. The percentage of pupils at SEN Support achieving the Y1 phonic screening check is in line with the national average as a minimum.	Increase the percentage of pupils who are SEN Support to be at age related expectations in reading so they are in line with non SEN. National data for phonic screening - percentage of pupils with SEND achieving the threshold to be in line with the national average as a minimum.

Barrier to learning: lack of life experiences beyond Billinghay. Removing the barrier to engagement and participation. Barrier – transport, cost, lack of understanding of what is out there. Cultural experiences – opportunities to experience that they would never do normally. Eg art gallery, opera, theatre, ballet.	All children have the opportunity to take part in creative activities. Participation is monitored and impact reviewed in terms of future career aspirations.
Sensory regulation space The long term intended outcome is to repurpose an existing structure on site, known as the Pod, into a dedicated regulation and inclusion space for pupils who experience emotional dysregulation. The Pod will provide a calm, low-stimulus environment away from the main classroom setting, enabling pupils to regulate their emotions safely and effectively before re-engaging with learning. This project is rooted in early intervention and a commitment to inclusion. Our aim is to respond proactively to pupils' social, emotional and mental health needs through targeted support, rather than exclusionary practices. Restorative conversations can take place to assist in building better relationships and learning is more effective, giving our pupils the opportunity to regulate and express their thoughts, feelings and needs.	This will be achieved over the course of 2-3 years. By July 27 to begin to develop the inside of the POD to purchase specialist resources so it is an indoor regulation space. By improving pupils' ability to self-regulate, we anticipate a reduction in incidents of dysregulation, leading to improved engagement in learning and sustained inclusion within the school setting. Funding would be used to purchase specialist resources to fully develop the Pod as both an indoor regulation space and an adjoining outdoor sensory area. This provision could be accessed by individual pupils with an adult for emotional regulation and reflection, or by small groups for structured peer interaction and supported intervention. Pupils accessing this space would be supported to thrive emotionally, academically and socially. The project would have a significant positive impact on inclusion, including improved engagement with learning, and better outcomes for pupils who are currently at risk of exclusion. We would gather quantitative data (incidents, exclusions, attendance, and attainment), qualitative insight (pupil and staff voice) and Individual tracking (goals and reviews) with continuous evaluation cycles feeding into this strategy.
Barrier: SEN attendance. Attendance of 92.8% puts school in decile 7, bottom 30-40% schools. Fall from 2024-	By July 2027, attendance for pupils at SEN Support is as a minimum at the national average and shows an increasing trend.

25. However two pupils skew SEN Support attendance. One in Y1 who had 67% and one in Y6 with 56%. Excluding these 2 pupils, attendance of rest of SEN Support increases to 94.6%. In particular PA which is higher than NA for SEN Support and puts school in bottom 20-30%. Working with families. Targeted support to look at barriers and how we can help to overcome these. Early intervention of SEN pupils in 26-27 cohort falling below 95%.	Persistent absence is below the national average as a minimum (through tailored support). Data for 2026-27 onwards puts school in decile 5, top 40-50% of schools as a minimum.
Meetings set up for parents/carers with SENDCO. Brews, Biscuits & Belonging is a completely informal, low-pressure space designed for our parents and carers to take a little breath, chat, and build a supportive community. Whether you want to share a parenting win, talk through a challenge, or simply enjoy a hot drink while it's still hot, our doors are open to every single family. Families report improved confidence.	Increase in rates of participation over the course of the year. Parents / carers feel welcome / a sense of belonging and community in a relaxed atmosphere.