Inclusion Strategy – Gedney Church End Primary Academy

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 that our current Inclusion Strategy covers	2026 - 27
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027
Statement authorised by	C Willerton

Statement of Intent

Long Term Objectives for Inclusion
• **Ensure Every Learner Accesses a High-Quality Education** This year we will works towards this objective by strengthening staff expertise through targeted professional development, enhancing adaptive teaching practices, providing access to high-quality resources and interventions, and supporting teachers through coaching, modelling and collaborative planning. These approaches will ensure that learners with SEND can access an ambitious curriculum and receive the support they need to achieve success. • **Create a Culture of Belonging, Participation and Wellbeing** This year we will works towards this objective by developing inclusive classroom environments, providing sensory and pastoral support where needed, promoting positive behaviour and emotional wellbeing, and removing barriers that may prevent learners

from participating fully in school life. Additional support for educational visits, enrichment opportunities and wider experiences will help ensure all learners feel valued, included and connected to the academy community.

- **Build Strong Partnerships with Families and Professionals to Improve Outcomes for Learners with SEND**

This year we will works towards this objective by delivering a programme of parent workshops, family learning opportunities and support sessions, alongside maintaining effective communication with families and external professionals. Through collaborative working, we will ensure that learners receive consistent support across home, school and specialist services, leading to improved outcomes for learning, wellbeing and inclusion.

How this Strategy will address the 7 Principles of Inclusion

Ambitious Leadership and Governance

Gedney Church End Primary Academy will maintain high expectations for all learners through strong leadership, early identification of need and effective assessment processes. Leaders will closely monitor the progress and wellbeing of pupils with SEND and other vulnerabilities, ensuring that appropriate support is implemented promptly. Through ongoing staff development, collaborative working with families and professionals, and regular review of provision, the academy will ensure inclusion remains at the heart of school improvement and that every learner can achieve their full potential.

Evidence-based support prioritising early intervention

This strategy supports early intervention by providing regular WellComm screening and activities to identify and address speech, language and communication needs at the earliest opportunity. Staff will use assessment information to target support quickly, while enhanced adaptive teaching resources, intervention materials and sensory equipment will ensure barriers to learning are addressed promptly. Professional development will strengthen staff knowledge of evidence-based approaches, enabling effective support to be delivered early and reviewed regularly to maximise learner's outcomes.

High-quality adaptive teaching with curriculum designed for all learners

Gedney Church End Primary Academy will strengthen high-quality adaptive teaching by providing ongoing professional development for staff, ensuring they have the knowledge and confidence to effectively meet a wide range of learning needs. The development of adaptive teaching resources, intervention materials and sensory support equipment will enable teachers to remove barriers to learning and support full participation in lessons. Regular WellComm activities will help identify and address speech, language and communication needs, allowing pupils to access the curriculum more successfully. Together, these approaches will ensure that all learners are supported to engage, achieve and make progress within an inclusive curriculum that is designed to meet the needs of every child.

Enriching provision beyond the classroom that all children can access

This strategy will enhance opportunities beyond the classroom by providing inclusive family learning opportunities, parent workshops and information sessions that enable all children and

families to engage in school life. The development of adaptive resources and sensory support equipment will help ensure that wider school activities are accessible to pupils with additional needs. Strong partnerships with families and professionals will support the identification and removal of barriers to participation, enabling all learners to access enrichment opportunities, develop confidence and strengthen their sense of belonging within the school community.

A safe and respectful culture fostering belonging, attendance, and participation in learning

This strategy will promote a safe, inclusive and respectful culture by ensuring staff have the knowledge and resources to meet the diverse needs of all learners. Using WellComm activities, adaptive teaching approaches and sensory support equipment, pupils will be better supported to engage in learning, regulate their emotions and participate fully in school life. Parent workshops, family learning opportunities and regular access to advice and support will strengthen relationships between home and school, helping to improve attendance, wellbeing and engagement. These approaches will foster a strong sense of belonging, ensuring all pupils feel valued, understood and able to succeed.

Strong partnerships with families and wider services

This strategy will strengthen partnerships with families and wider services through the delivery of parent engagement workshops, information sessions and family learning opportunities that increase understanding of children's needs and support learning at home. Families will have regular opportunities to access advice, guidance and signposting to relevant services, ensuring they feel informed and supported. Ongoing collaboration with external professionals will help ensure that provision is informed by specialist expertise and that interventions are coordinated effectively. By working closely with families and wider services, the academy will promote a shared approach to supporting pupils' progress, wellbeing and successful inclusion.

Inclusive environments with continuous improvements to accessibility

This strategy will support the development of inclusive and accessible learning environments through the enhancement of adaptive teaching resources, intervention materials and sensory support equipment across the academy. Staff training will strengthen understanding of how to identify and remove barriers to learning, enabling reasonable adjustments to be implemented effectively. Regular review of provision, alongside feedback from pupils, families and professionals, will help ensure that the learning environment continues to evolve to meet the changing needs of learners. Classrooms are designed to provide a calm and consistent learning environment. All classrooms are painted in neutral colours and have consistent resources and routines to support familiarity, reduce cognitive load and promote accessibility for all learners. The Inclusion Fund will further strengthen this provision by supporting the development of regulation spaces within every classroom and the intervention room.

We have developed this strategy in partnership with families and the wider community by:

- Gathering feedback from parents and carers through surveys, meetings and informal discussions.
- Using feedback from SEND review meetings and Learning Plan reviews to understand the experiences and priorities of learners and their families.

- Working closely with governors, staff and external professionals to identify areas for improvement and strengthen inclusive practice.
- Considering attendance, behaviour, wellbeing and achievement information to better understand the needs of our school community.
- Engaging with Trust networks, local schools and specialist services to share best practice and inform future developments.
- Reviewing feedback from workshops, parent information events and transition meetings to ensure families have opportunities to contribute to the ongoing development of inclusive provision.

Barriers to Learning and Participation

We have identified the following barriers to learning and participation within our academy. These barriers necessitate inclusive universal approaches and targeted support:

1. Increasing levels of SEND and complexity of need.

2. Rising social, emotional and mental health (SEMH) needs and Communication and Interaction Needs.

3. Parental Understanding and Confidence in Supporting Additional Needs.

Activity this Academic Year

These are the activities we will prioritise this academic year to alleviate the above barriers to learning and participation faced by learners with additional needs and SEND.

We have also detailed the clear realistic outcomes as want to achieve by the end of this strategy, and how we will measure whether they have been achieved.

Activity	Barrier No./Nos Addressed	Evidence link	Activity type	Budgeted Cost	Outcome	Success Criteria
Deliver a programme of parent engagement events, including workshops, information sessions and family learning opportunities to strengthen understanding of learner needs and inclusive practice.	1, 2, 3	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	Uni/Tar	£753.87	Parents and carers develop a stronger understanding of their child's needs, enabling them to work more effectively alongside the academy to support learning, attendance, wellbeing and inclusion.	• Increased attendance at workshops, information sessions and family learning events. • Parent surveys show improved confidence in supporting their child's needs at home. • Increased parental participation in SEND reviews and support planning. • Improved communication and engagement between home and school. • Targeted learners demonstrate improved attendance, engagement and readiness to learn.
Provide regular planned opportunities	2, 3	https://www.gov.uk/government/p	Uni/Tar	£1596.51	Families have timely access to	• Increase family engagement by

for families to access advice and support through open-door sessions with senior leaders, SENDCo and pastoral staff.		ublications/send-code-of-practice-0-to-25 https://www.gov.uk/government/publications/working-together-to-improve-school-attendance https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send			advice, guidance and support, enabling them to work in partnership with the academy to address barriers to learning, attendance, wellbeing and inclusion.	ensuring opportunities for participation in two parents' evenings per year, termly support meetings where required and at least two transition drop-in sessions annually. • Parents report improved understanding of available support and provision. This will be measured using a SEND parent questionnaire sent via Microsoft forms. • Earlier identification and resolution of concerns relating to SEND, attendance and wellbeing. • Increase attendance at review meetings, parent consultations and SEND discussions from to 85% by July 2027. • Improved attendance, engagement and wellbeing outcomes for identified learners, evidenced by average attendance of 95% or

						above, reduced incidents of dysregulation and positive pupil voice feedback regarding feelings of safety, belonging and readiness to learn. • Reduction in the number of repeated concerns or escalated issues requiring formal intervention.
Provide access to regular Wellcomm activities to develop their speech, language and communication skills.	3,4	Communication and language approaches | EEF https://www.gov.uk/government/publications/send-code-of-practice-0-to-25	Uni/Tar	£885	WellComm will enable early identification of speech, language and communication needs, ensuring children receive timely, targeted support. This will improve communication skills, engagement in learning and access to the curriculum, leading to improved	• Children identified through WellComm make measurable progress in their speech, language and communication skills. • Targeted interventions are delivered consistently and reviewed regularly. • Increased pupil confidence in speaking, listening and participating in classroom activities. • Improved understanding and

					outcomes for children.	use of vocabulary and language concepts. • Children are better able to access learning and engage with the curriculum.
Increase SEND leadership support through coaching, modelling and collaborative planning with teachers to improve classroom adaptation and provision.	1, 2	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://tdtrust.org/dgt/ https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 https://www.wholeschoolsend.org.uk/	Uni/Tar	£2057.15	Teachers are better equipped with the knowledge, skills and support needed to deliver consistently high-quality adaptive teaching, resulting in improved provision, participation and outcomes for learners with SEND.	• Coaching and modelling opportunities are delivered across the academic year. • Teachers demonstrate increased confidence in adapting learning to meet a range of SEND needs. • Lesson visits and learning walks evidence effective adaptive teaching strategies. • SEND support plans and provision maps are reflected consistently within classroom practice. • Teachers effectively implement recommendations from external professionals and SEND reviews. • SEND learners demonstrate

						improved engagement, independence and progress from their starting points. • Staff feedback indicates increased confidence in meeting the needs of learners with SEND.
Strengthen staff expertise through a structured programme of professional development focusing on communication needs, neurodiversity, positive behaviour support and trauma-informed practice.	1, 2	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://www.gov.uk/government/publications/send-	Uni/Tar	£500	Staff demonstrate increased knowledge, confidence and consistency in supporting learners with SEND through effective adaptive teaching, communication strategies, positive behaviour approaches and trauma-informed practice.	• Staff CPD evaluations demonstrate improved confidence and understanding of SEND needs. • Learning walks and monitoring evidence consistent use of adaptive teaching strategies. • Classroom practice reflects effective approaches to communication and interaction needs. • Reduced behaviour incidents and improved engagement for identified learners. • Staff effectively implement recommended strategies from external professionals.

		code-of-practice-0-to-25 https://www.wholeschoolsend.org.uk/				• SEND learners access learning more successfully and make expected or better progress from their starting points.
Develop and enhance the range of adaptive teaching resources, intervention materials and sensory support equipment available across the academy.	1, 2	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 https://www.wholeschoolsend.org.uk/ https://nasen.org.uk/	Uni/Tar	£500	Learners with SEND access learning more effectively through the provision of high-quality adaptive resources, targeted intervention materials and sensory supports that reduce barriers to participation and curriculum access.	• Adaptive teaching resources are consistently available and effectively used across classrooms. • Sensory and regulation equipment supports learners to engage positively in learning. • Intervention programmes demonstrate measurable impact through entry and exit assessments. • Learning walks and provision monitoring evidence effective use of resources to support inclusion. • SEND learners show improved engagement, independence and participation in lessons. • SEND learners make expected or better progress from their

						individual starting points, as evidenced through termly assessment data, provision map reviews and EHCP/SEND Support Plan outcomes.

Total Budgeted Cost: £6292.53

Inclusion Mainstream Fund: £5300