Whole School Inclusion Strategy

November 2026

Our aim is to ensure that every pupil regardless of background or starting point has access to a high-quality inclusive education that supports success and wellbeing

School: Hipsburn Primary School
Type: Mainstream Primary School, 2–11 years
Setting: Rural primary school in North Northumberland
Early Years: Preschool provision and Reception
SENCO: Kevin Moloney, Headteacher and SENCO, Kate Jackson SENCO
SEND Link Governors: Jo Johnson and Kathryn Brunton
Report updated: September 2026
Next review: September 2027

1. Our Vision for Inclusion

At Hipsburn Primary School, we believe that every child has the right to feel valued, respected, safe and included and to receive an education that enables them to achieve their potential.

We recognise that children are individuals and that barriers to learning, participation and wellbeing can arise for a range of reasons. These may include special educational needs and disabilities, communication and language needs, social and emotional needs, health and medical needs, attendance, disadvantage, cultural and linguistic differences or other individual circumstances.

Our approach to inclusion is therefore based on removing barriers rather than lowering expectations.

We are committed to providing an ambitious, inclusive curriculum and environment in which all children can participate, develop independence and experience success. We recognise that high-quality inclusive teaching is the first and most important form of support and that responsibility for inclusion belongs to every member of the school community.

Our approach is underpinned by the principles of:

- High expectations for every child.
- Early identification of need.
- High-quality teaching and adaptive practice.
- A strong understanding of child development.
- Positive relationships and effective communication.
- Partnership with parents and carers.
- Effective collaboration with professionals and external agencies.
- Appropriate use of assessment and evidence.
- Developing children's independence and voice.
- Continuous evaluation and improvement.

2. Our Aims

Through this strategy, we aim to:

1. Identify barriers to learning, development, participation and wellbeing at the earliest opportunity.
2. Ensure that children with additional needs have equitable access to a broad, balanced and ambitious curriculum.
3. Embed inclusive practice and adaptive teaching across the school.
4. Develop staff confidence and expertise in meeting a wide range of needs.

5. Ensure that SEND provision is purposeful, evidence-informed and regularly reviewed.
6. Promote positive outcomes for children academically, socially and emotionally.
7. Develop children's independence, confidence and ability to advocate for themselves.
8. Work positively and transparently with parents and carers.
9. Work effectively with external professionals and specialist services.
10. Monitor the impact of our inclusive practice and use evidence to inform school improvement.
11. Ensure that resources and staff expertise are deployed effectively according to identified need.
12. Develop a culture in which difference is valued and every child belongs.

3. What Do We Mean by Inclusion?

Inclusion at Hipsburn Primary School means ensuring that every child is able to participate fully in school life and has appropriate opportunities to learn, develop and succeed.

Inclusion is not simply about where a child is educated or whether they receive additional adult support. It is about considering:

- What is preventing this child from accessing learning or participating?
- What can we change about the environment?
- How can we adapt our teaching?
- What additional support might be appropriate?
- How can we develop the child's independence?
- How will we know whether our approach is working?

We recognise that children may require different approaches to achieve equitable outcomes. This does not mean providing every child with exactly the same support; it means providing each child with the support they need to access the same opportunities.

4. Understanding Our Cohort

Our inclusion strategy is informed by a regular review of the needs of our children.

We will consider information relating to:

- SEND and identified additional needs.
- Communication and language.
- Literacy and numeracy.
- Social, emotional and mental health.
- Speech, language and communication.
- Attendance and punctuality.
- Behaviour and regulation.
- Medical and physical needs.
- Sensory needs.
- EAL and linguistic diversity.
- Vulnerability and safeguarding.
- Disadvantage.

- Children experiencing changes in family circumstances.
- Children who may be experiencing barriers that have not yet resulted in formal identification of SEND.

We focus on the child's individual strengths, needs and barriers.

5. Early Identification

Early identification is central to our approach.

All staff have a responsibility to notice emerging concerns and to share information appropriately.

Identification may be informed by:

- Classroom observation.
- Assessment information.
- Progress data.
- EYFS observations and assessment.
- Phonics and early literacy information.
- Pupil voice.
- Parent/carer information.
- Staff concerns.
- Behaviour and regulation patterns.
- Attendance information.
- External professional advice.
- Screening and assessment tools where appropriate.
- Monitoring of individual targets and interventions.

Where a concern is identified, staff will consider the child's strengths and needs and review the effectiveness of existing classroom provision before deciding whether additional intervention is required.

6. Ordinarily Available Inclusive Provision

Our first response to additional need is high-quality, inclusive teaching.

Teachers are expected to consider how teaching, resources, routines and the environment can be adapted to reduce barriers.

This may include:

Teaching and Learning

- Clear and explicit explanations.
- Modelling and guided practice.
- Breaking learning into manageable steps.
- Checking understanding regularly.

- Repetition and overlearning.
- Pre-teaching and revisiting vocabulary.
- Opportunities for oral rehearsal.
- Appropriate scaffolding.
- Flexible grouping.
- Adapted resources.
- Explicit teaching of learning behaviours.
- Appropriate use of visual and practical resources.
- Opportunities for movement and regulation.
- Flexible approaches to recording.
- Appropriate use of technology.

Communication and Language

- Clear, concise adult language.
- Visual supports.
- Opportunities for children to rehearse and develop language.
- Explicit teaching of vocabulary.
- Consistent use of symbols, visuals or communication systems where appropriate.
- Adults modelling appropriate language.
- Additional processing time.
- Checking that children have understood rather than simply asking whether they understand.

Regulation and Wellbeing

- Predictable routines.
- Positive relationships.
- Consistent expectations.
- Appropriate sensory and movement opportunities.
- Calm spaces where appropriate.
- Explicit teaching of emotional regulation.
- Preparation for changes and transitions.
- Individual strategies where required.

Environment

- Considered classroom organisation.
- Accessible resources.
- Appropriate seating.
- Reduction of unnecessary distractions.
- Visual timetables.
- Clear routines.
- Accessible displays and resources.
- Consideration of sensory needs.

7. SEND Support

Where a child has identified special educational needs, the school will follow the graduated approach of:

Assess → Plan → Do → Review

Assess

We will develop an understanding of:

- The child's strengths.
- Their needs.
- Their barriers to learning.
- Current attainment and progress.
- Existing provision.
- The views of the child and family.
- Relevant professional advice.

Plan

Appropriate provision and outcomes will be identified.

Targets should be:

- Meaningful.
- Specific.
- Achievable.
- Relevant.
- Measurable where appropriate.
- Focused on outcomes rather than simply activities.

Do

The agreed provision will be implemented consistently.

Teachers retain responsibility for the education and progress of children with SEND. Teaching Assistants and other adults will support the implementation of strategies while avoiding unnecessary adult dependency.

Review

Provision and progress will be reviewed regularly.

The review will consider:

- Has the child made progress?
- Has the identified barrier reduced?
- Has the provision been implemented consistently?
- What has worked?
- What has not worked?
- What does the child think?
- What do parents/carers think?
- What should happen next?

Provision will be adapted where evidence indicates that a different approach is required.

8. Individual Support Plans

Where an individual plan is appropriate, it will provide a clear and accessible record of:

- The child's strengths.
- Identified needs or barriers.
- Desired outcomes.
- Strategies and adaptations.
- Specific provision.
- Responsibilities of staff.
- The child's voice.
- Parent/carer views.
- Review arrangements.

Individual plans will not become a substitute for high-quality classroom teaching.

The purpose of an individual plan is to ensure that everyone supporting the child understands what they need and how provision will be delivered consistently.

9. Inclusion Across the EYFS

We recognise the importance of early identification and high-quality inclusive practice during the Early Years.

Our EYFS provision will prioritise:

- Communication and language.
- Personal, social and emotional development.
- Physical development.
- Play and exploration.
- Independence.
- Relationships.
- Early literacy and mathematical development.
- Sensory and emotional regulation.
- High-quality interactions between adults and children.

Staff will use their knowledge of child development alongside observations and assessment to identify potential barriers at an early stage.

Particular attention will be given to children experiencing difficulties with:

- Speech and language.
- Communication.
- Social interaction.
- Attention and listening.
- Regulation.
- Sensory processing.

- Early literacy.
- Early mathematical development.
- Independence and self-care.

Transitions into school and between year groups will be carefully planned to ensure that information about children's strengths, needs and successful strategies is shared effectively.

10. Staff Development

We recognise that sustainable inclusion depends on developing the knowledge, confidence and expertise of all staff.

CPD will be informed by:

- The needs of our current cohort.
- Monitoring and evaluation.
- Staff confidence.
- National developments.
- Evidence-informed practice.
- External professional advice.
- School improvement priorities.

Potential areas for development include:

- SEND and inclusive practice.
- Adaptive teaching.
- Communication and language.
- Autism and neurodiversity.
- Social, emotional and mental health.
- Speech and language.
- Supporting regulation.
- Effective use of Teaching Assistants.
- Early literacy and phonics.
- Writing effective individual plans.
- Assessment and target setting.
- Supporting independence.
- Working effectively with parents and professionals.

Professional development may include:

- Whole-school training.
- Staff meetings.
- Coaching.
- Modelling.
- Peer observation.
- Learning walks.
- Individual support.
- External training.
- Professional reading.

- Sharing effective practice.

Training will be evaluated to consider whether it has resulted in improved staff knowledge, confidence and classroom practice.

11. Effective Deployment of Teaching Assistants

Teaching Assistants are an important part of our inclusive approach.

Their role will focus on **increasing access, participation and independence**, rather than creating dependency.

Teaching Assistants will be supported to:

- Understand children's individual needs.
- Deliver agreed interventions.
- Support adaptive teaching.
- Develop independence.
- Use appropriate questioning.
- Encourage pupil participation.
- Support communication and regulation.
- Provide feedback to teachers.
- Contribute to the review of provision.

Where appropriate, Teaching Assistants will receive training and guidance from teachers, the SENCO and relevant external professionals.

12. Curriculum Inclusion

All children should have access to an ambitious and appropriately adapted curriculum.

Teachers will consider:

- Prior knowledge.
- Cognitive load.
- Language demands.
- Vocabulary.
- Reading demands.
- Physical access.
- Sensory considerations.
- Recording requirements.
- Processing time.
- Resources.
- Opportunities for repetition and consolidation.

Adaptations will be designed to remove unnecessary barriers without unnecessarily reducing the ambition or expectations of the curriculum.

Children with SEND should experience success while continuing to develop their knowledge, skills and independence.

13. Assessment and Target Setting

Assessment will be used to understand children's learning and inform teaching.

We will use:

- Teacher assessment.
- Curriculum-based assessment.
- EYFS assessment.
- Phonics assessment.
- Reading and writing information.
- Mathematics assessment.
- Individual targets.
- Intervention data.
- Pupil progress information.
- Observations.
- Professional assessment where appropriate.

Assessment information will be used to identify:

- Progress.
- Gaps in learning.
- Barriers.
- Effective strategies.
- Areas requiring additional support.

We will avoid unnecessary assessment and ensure that information gathered leads to meaningful action.

14. Monitoring and Evaluation

The impact of our Inclusion Strategy will be monitored throughout the academic year.

Evidence may include:

- Learning walks.
- Classroom observations.
- Work scrutiny.
- Pupil progress information.
- Individual plan reviews.
- Intervention outcomes.
- Attendance information.
- Behaviour information.
- Pupil voice.

- Parent/carer feedback.
- Staff feedback.
- External professional feedback.
- Review of SEND provision.
- Monitoring of reasonable adjustments.

Monitoring will focus on both **implementation and impact**.

We will ask:

Is the agreed provision actually happening?

and:

Is it making a difference?

Where an approach is not having the intended impact, provision will be reviewed and adapted.

15. Pupil Voice

Children are active participants in their education.

We will seek pupil voice through:

- Individual conversations.
- Pupil questionnaires.
- Review meetings.
- Classroom discussion.
- School councils.
- Informal feedback.
- Child-friendly individual plans.

Children will be supported to understand:

- What they are good at.
- What they find difficult.
- What helps them learn.
- What strategies they can use.
- How they can ask for help.
- What their targets mean.

Our aim is to develop independence and self-advocacy rather than dependence on adults.

16. Partnership with Parents and Carers

Parents and carers are valued partners in supporting children's development.

We will:

- Communicate regularly.
- Listen to parents' views and concerns.
- Share strengths as well as areas of difficulty.
- Explain support clearly.
- Involve parents in planning and reviewing provision.
- Signpost families to relevant services where appropriate.
- Work collaboratively when concerns arise.
- Respect families' knowledge and understanding of their child.

We recognise that effective communication with families is particularly important when children have additional needs.

17. Working with External Professionals

Where appropriate, we will work collaboratively with external professionals and specialist services.

This may include:

- Educational Psychology.
- Speech and Language Therapy.
- Occupational Therapy.
- Health professionals.
- Specialist teaching services.
- Early Years professionals.
- Social Care.
- Mental health and wellbeing services.
- Other relevant agencies.

We will ensure that professional advice is understood by staff, incorporated into provision where appropriate and reviewed for impact.

18. Transition

Effective transition is particularly important for children who experience additional barriers.

We will consider transitions:

- Into Early Years.
- Into Reception.
- Between year groups.
- From EYFS to Key Stage 1.
- Between Key Stage 1 and Key Stage 2.
- Into secondary school.
- Following changes in circumstance.

Transition planning may include:

- Sharing information.
- Meetings between professionals.
- Visits.
- Visual supports.
- Transition booklets.
- Pupil voice.
- Parent meetings.
- Gradual introduction to new environments where appropriate.

19. Equality, Diversity and Belonging

We are committed to creating a school culture in which difference is valued.

We will promote:

- Respect.
- Representation.
- Belonging.
- Equality of opportunity.
- Positive relationships.
- Understanding of different cultures, identities and experiences.

We will challenge prejudice, stereotyping and discrimination and ensure that children are supported to understand and respect difference.

20. Inclusion Priorities for 2026–2027

Our priorities will be informed by our analysis of the school's current needs.

Priority 1: Strengthen inclusive classroom practice

Actions:

- Deliver staff CPD on adaptive teaching.
- Undertake learning walks.
- Identify and share effective practice.
- Provide coaching where required.

Success indicators:

- Increased staff confidence.
- Consistent use of inclusive strategies.
- Improved access to learning.
- Positive pupil feedback.

Priority 2: Improve communication and language provision

Actions:

- Review current provision.
- Strengthen vocabulary approaches.
- Develop staff knowledge.
- Identify children requiring targeted support.
- Monitor impact.

Success indicators:

- Improved communication and language outcomes.
- Increased staff confidence.
- Improved participation.
- Evidence of effective classroom strategies.

Priority 3: Strengthen SEND support and individual planning

Actions:

- Review individual plans.
- Ensure targets are meaningful and outcome-focused.
- Provide staff training.
- Monitor implementation.
- Review impact termly.

Success indicators:

- Consistent quality of plans.
- Improved staff understanding.
- Clear evidence of provision.
- Improved pupil outcomes and independence.

Priority 4: Develop effective deployment of Teaching Assistants

Actions:

- Review deployment.
- Provide TA training.
- Develop guidance around independence and scaffolding.
- Monitor practice.

Success indicators:

- Increased pupil independence.
- Improved consistency.
- Reduced unnecessary adult dependency.
- Increased staff confidence.

Priority 5: Strengthen pupil and parent voice

Actions:

- Introduce regular pupil voice opportunities.
- Review SEND communication with families.
- Gather parent feedback.
- Use feedback to inform provision.

Success indicators:

- Children can explain what helps them learn.
- Parents feel informed and involved.
- Feedback informs school improvement.

21. Termly Review Cycle

Autumn Term

Identify and establish

- Analyse cohort needs.
- Review SEND information.
- Identify whole-school priorities.
- Review individual plans.
- Gather staff confidence information.
- Deliver priority CPD.
- Establish baseline information.

Spring Term

Monitor and develop

- Learning walks.
- Review provision.
- Analyse progress.
- Review interventions.
- Provide coaching and further CPD.
- Gather pupil and parent voice.
- Adapt priorities where necessary.

Summer Term

Evaluate and plan

- Evaluate impact.
- Review progress and outcomes.
- Identify successful practice.
- Evaluate staff development.
- Review resource use.
- Identify priorities for the following academic year.
- Share findings with SLT and governors.

22. Roles and Responsibilities

Headteacher

The Headteacher will:

- Provide strategic leadership for inclusion.
- Ensure appropriate resources are available.
- Promote a whole-school culture of inclusion.
- Monitor the implementation of this strategy.

SENCO/Inclusion Lead

The SENCO/Inclusion Lead will:

- Coordinate SEND and inclusion provision.
- Advise and support staff.
- Monitor provision.
- Coordinate appropriate professional involvement.
- Support staff development.
- Analyse inclusion information.
- Monitor individual plans.
- Contribute to school improvement planning.
- Report to SLT and governors.
- Work with families and external professionals.

Teachers

Teachers will:

- Remain responsible for the progress and education of pupils in their class.
- Deliver high-quality inclusive teaching.
- Identify emerging needs.
- Implement agreed provision.
- Monitor progress.
- Work with parents and professionals.
- Contribute to reviews.

Teaching Assistants

Teaching Assistants will:

- Implement agreed strategies.
- Support access and participation.
- Promote independence.
- Deliver interventions where appropriate.
- Share observations with teachers.
- Participate in relevant training.

Governors

Governors will:

- Provide strategic oversight.
- Monitor the school's approach to inclusion.
- Ensure statutory responsibilities are met.
- Challenge leaders appropriately.
- Consider evidence of impact.

23. Measuring Success

The success of this strategy will be measured by evidence that:

- Children feel safe, valued and included.
- Children with additional needs make appropriate progress.
- Barriers to learning are identified and addressed.
- Staff confidence and expertise increase.
- Inclusive teaching is embedded across classrooms.
- Individual plans are purposeful and consistently implemented.
- Interventions demonstrate appropriate impact.
- Children develop greater independence.
- Parents feel involved and listened to.
- External professional advice is effectively implemented.
- Resources are appropriately targeted.
- Inclusion is embedded within whole-school improvement rather than operating as a separate initiative.

24. Review

This Inclusion Strategy will be reviewed annually and updated in response to:

- Changes in legislation and statutory guidance.
- Changes in the needs of the school population.
- Monitoring and evaluation.
- Pupil and parent feedback.
- Staff feedback.
- External professional advice.

- School improvement priorities.
- Emerging evidence and best practice.

Next review date: November 2027

Signed: _____
Headteacher

Signed: _____
SENCO/Inclusion Lead

Date: _____