BUTTSBURY
PRIMARY SCHOOL
AN ACADEMY SCHOOL

Inclusion Strategy

2026–2027

1. Our vision for Inclusion

Inclusion is a strength at Buttsbury Primary School, validated as 'STRONG' by Ofsted (March 2026). We are committed to ensuring that every child feels safe, valued and able to participate in school life. We recognise barriers to learning and participation arising from communication and language needs, neurodivergence, sensory needs, social, emotional and mental health needs, disability, attendance difficulties and individual circumstances.

Inclusion is a shared responsibility. Leaders, the SENCO, teachers, support staff and trustees work with pupils, families and external professionals to identify barriers, implement appropriate support and evaluate impact.

Our 2026–2027 strategy builds on existing strengths, with a focus on improving consistency in high-quality adaptive teaching, ordinarily available provision and early intervention. We will strengthen the universal offer for all children and provide targeted or specialist support where needed.

The strategy reflects the Department for Education's guidance on inclusion and its seven principles of inclusion. It identifies our key barriers, planned actions, intended outcomes, funding priorities and arrangements for monitoring impact.

2. Our school context and what we know

Buttsbury is a four-form-entry primary school operating across separate Infant and Junior sites, with a diverse range of children's needs. These include children with emerging needs, children with Education, Health and Care (EHC) plans, those receiving SEN Support and children experiencing other vulnerabilities.

School data indicates that, currently, approximately 3.9% of children have an EHC plan and 11% receive SEN Support, while around 9% are recorded on the school's Record of Concern or have a One Page Profile. Our review identifies established strengths in inclusive practice, SEND systems and adaptive teaching, alongside effective Hub provision and support for vulnerable pupils. Staff work closely with families and external professionals, using pupil progress meetings, learning walks and individual reviews to identify needs and evaluate the impact of support.

Current attendance data shows attendance of 94.3% for children with SEND and 96% for children receiving additional support. These figures, alongside information about individual children and vulnerable groups, help us identify barriers to attendance and participation and inform our priorities for further improvement.

How we identify barriers

We draw on a range of evidence rather than relying only on diagnosis or statutory assessment. This includes:

- classroom observations, learning walks and discussions with teachers and support staff;
- internal assessment, progress information and curriculum access;
- attendance, behaviour, regulation and participation information;
- child and parent/carer voice, including feedback about belonging and barriers to school attendance;
- SEND register, One Plans, EHC plans, provision maps and review outcomes;
- advice from external professionals and local services
- review of changes in pupil needs and patterns across the cohort.

3. Barriers to learning and participation

Barrier identified	What this can mean for children	Our strategic response
Communication, language and oracy	Children may find instructions, vocabulary, expressing needs, social communication or understanding classroom language difficult.	Consistent clear language, vocabulary teaching, visual communication supports and staff coaching.
Access to learning and the curriculum	Some children need tasks, resources, instructions, pace or ways of recording adapted to access ambitious learning.	Strengthen high-quality adaptive teaching and consistent use of ordinarily available provision.
Attention, sensory regulation and SEMH	Sensory needs, anxiety, distress or difficulties with regulation may affect engagement, relationships and participation.	Predictable routines, calm and respectful adult interactions, regulation support and targeted help where needed.
Early identification and timely support	Emerging needs may become more difficult to address if barriers are not identified and acted on promptly.	Closer collaboration between class teams, EYFS, SENCO and families; review the impact of support early.
Attendance and reduced timetables	Anxiety, unmet needs or other barriers may affect attendance or make a return to school difficult.	Monitor attendance and reduced timetables carefully; work with families and professionals on appropriate, reviewed plans.
Access to specialist support and environments	Some children need a more structured or specialist environment, additional accessibility or carefully planned support to participate.	Continue to evaluate Hub provision and develop plans for appropriate KS2 specialist and sensory provision.
Transition, independence and participation	Changes between classes, sites or schools and barriers to clubs, trips or social opportunities may affect belonging and independence.	Planned transitions, visual structures, supported access to enrichment and explicit teaching of independence.

4. Our approach: universal provision first, with targeted support where needed

Universal offer for all pupils

Our universal offer aims to reduce commonly occurring barriers before they become entrenched. We will prioritise approaches that benefit children across the school, including children with SEND and children whose needs are emerging or not formally identified. This includes:

- high-quality teaching with ambitious learning intentions and appropriate scaffolding;
- clear, concise instructions, explicit vocabulary teaching, checking understanding and allowing processing time;
- visual supports, modelling, worked examples, structured routines and accessible resources where they help pupils learn;
- calm, safe and respectful environments and positive relationships with adults;
- reasonable adjustments and flexible ways for children to participate and demonstrate learning;
- planned opportunities for pupil voice, belonging, independence and access to enrichment
- consistent communication with families and early discussion when a pupil begins to experience barriers.

Adaptations and additional support

Where the universal offer alone is not sufficient, staff will use assessment and discussion with children, families and relevant professionals to identify appropriate adaptations or targeted support. This may include personalised visual supports, pre-teaching vocabulary, focused language or learning activities, planned regulation support, additional transition arrangements or specialist advice. Support should be linked to classroom learning and reviewed for its impact.

Targeted support will not depend on a formal diagnosis where a need is evident. Individual plans and specialist provision will be used where appropriate, while maintaining each pupil's access to the curriculum, peers and wider school life as far as possible.

5. Funding and budget

We will use our core funding, including the notional SEN budget, alongside our Inclusive Mainstream Fund (IMF) allocation to strengthen inclusive practice. The IMF is not the sole source of funding for inclusion. Our funding decisions will be based on the barriers identified in our cohort, evidence-informed approaches and the need to build a strong universal offer alongside timely targeted support.

Funding / activity	Source	Budgeted cost for 2026–2027	Notes / principle
Total IMF allocation received by the school	Inclusive Mainstream Fund	£42,100	
Communication and language: staff development, agreed resources and implementation	IMF and/or core budget	£32,100	Principles 2 and 3,6
Adaptive teaching and ordinarily available provision: eligible training/resources	IMF and/or core budget	£2,000	Principles 1 and 3
Early identification and evidence-informed targeted approaches	IMF and/or core budget	£2,000	Principle 2
Regulation / inclusive practice resources or staff development	IMF and/or core budget	£4,000	Principles 3 and 5
Participation and accessibility adjustments	Core budget / Pupil Premium / IMF where eligible	£2,000	Principles 4, 5 and 7,6
KS2 regulation space development / specialist environment	Inclusion Grant	£15,000	This will be applied for later in the Autumn Term

6. How our strategy reflects the DfE's seven principles

1. Ambitious leadership and governance that embeds inclusion

Senior leaders and the SENCO lead the strategy. Trustees scrutinise priorities, funding, implementation and pupil outcomes. Inclusion is considered in school improvement planning and staff practice.

2. Evidence-based support prioritising early intervention
We use assessment, attendance, behaviour, observation, pupil and parent voice, professional advice and review information to identify barriers early and evaluate whether support is effective.

3. High-quality adaptive teaching with curriculum designed for all learners
Our main universal priority is consistent adaptive teaching and ordinarily available provision. Staff use appropriate scaffolding, clear language, accessible resources and ambitious learning intentions.

4. Enriching provision beyond the classroom that all children can access
We plan support and reasonable adjustments so children can access trips, clubs, sport, music, art, residentials and other wider opportunities.

5. A safe and respectful culture fostering belonging, attendance and participation
We promote respectful relationships, Trauma Perceptive Practice, regulation support and appropriate attendance and reintegration planning, pupil voice and wellbeing inform reviews.

6. Strong partnerships with families and wider services
We work with children, parents and carers, teachers, support staff and relevant external professionals to understand barriers, agree support and review impact.

7. Inclusive environments with continuous improvements to accessibility
We review classroom and specialist environments, accessibility, sensory resources and the Hub provision to improve access, participation and independence.

8. Implementation, monitoring and evaluation
The strategy will be implemented as an ongoing process, with leaders checking both whether planned activities are happening consistently and whether they are improving outcomes. Inclusion is everyone's responsibility. Staff will be supported through communication, collaboration, professional development and practical guidance on the approaches identified in this strategy.

When	Implementation and review activity	Evidence / decision
Autumn term 2026	Confirm cohort baseline information and funding; share agreed expectations with staff; identify staff development and resource needs; establish or refresh priority measures.	Baseline attendance, progress, engagement and participation information; confirmed budget; staff understanding.
Spring term 2027	Review whether agreed approaches are being implemented consistently; gather pupil and parent voice; review progress and spending; adapt activities where impact is limited.	Learning walks, planning reviews, provision maps, pupil progress and budget monitoring.
Summer term 2027	Evaluate the impact of the strategy against baselines and intended outcomes; review use of IMF; identify what should continue, change or stop; set priorities for 2027–2028.	End-of-year evaluation for leaders and trustees; recorded decisions and next steps.
Throughout the year	Review individual support and reduced timetables at planned intervals; respond to emerging needs and safeguarding or access concerns promptly.	Individual review records, attendance information, pupil and family feedback, and agreed actions.

Measures used to evaluate impact

- attainment and progress from children's starting points;
- attendance, including relevant SEND groups and pupils on reduced timetables;
- engagement, regulation, behaviour and wellbeing;
- pupil voice, belonging and participation in classroom and wider school life;
- access to the curriculum and consistency of adaptive teaching;
- impact of targeted support and specialist provision;
- development of communication, independence and successful transitions; and
- delivery of planned activities and expenditure against budget.

Where an approach is not having the intended impact, leaders will review the reasons, consult staff and families where appropriate, and adapt or replace the approach. Evaluation will consider both outcomes for pupils and whether the activity was implemented as intended.

9. Review of 2025–2026

The 2025–2026 review identified a strong foundation for inclusion at Buttsbury, as validated by Ofsted (March 2026). The school's existing strengths include established SEND systems, adaptations to support children's access to learning, Hub provision, monitoring of attendance and vulnerable pupils, and support for children to participate in wider school opportunities.

The review also identified opportunities to strengthen consistency across the school. Priorities for 2026–2027 are therefore to improve the consistency of clear and accessible communication; strengthen adaptive teaching and ordinarily available provision; identify emerging needs and respond early; continue to develop approaches to regulation and attendance; evaluate and develop specialist provision; and improve participation, transition and independence.

The School Development Plan identifies clear, simple and consistent language for pupils with SEND and development of Hub provision for children in Key Stage Two as important priorities. These are reflected in this strategy. The school will use the 2026 – 2027 monitoring cycle to build a clearer evidence base for the impact of the selected approaches and the funding invested.