



John Blow Primary School

Inclusion Strategy

2026-2027

Inclusion Strategy – John Blow 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	1 st September 2026
Date on which it will be reviewed	August 2027
Statement authorised by	Governing Body

Statement of intent

At John Blow Primary School, we believe that every child has the right to belong, to be valued and to achieve. Inclusion is not something that sits alongside our work; it is central to our vision, culture and everyday practice. We want every child, including those with SEND and other additional needs, to feel safe, understood, listened to and confident that they can succeed.

Our ultimate aim is for all pupils to have equitable access to a high-quality education, regardless of their starting point, background or individual need. We want children to develop academically, socially and emotionally, while becoming increasingly independent, resilient and confident learners.

Our Inclusion Strategy focuses on removing barriers rather than lowering expectations. We identify needs early, understand each child as an individual and use assessment to inform effective support. Our approach includes high-quality adaptive teaching, carefully planned interventions, nurture and emotional wellbeing support, appropriate adjustments and targeted provision for pupils with SEND and other additional needs. We use a cycle of Assess, Plan, Do and Review so that support is purposeful, measurable and responsive to each child's changing needs.

The seven principles of inclusion underpin our approach:

Presence – ensuring children are welcomed, included and able to participate fully in school life.

Participation – listening to children's views and ensuring they are actively involved in their learning and wider school experiences.

Achievement – maintaining high expectations and providing the right support and adaptations for every child to make progress.

Equality – recognising and addressing barriers linked to disadvantage, SEND and individual circumstances.

Relationships – building positive, respectful relationships between children, staff, families and the wider community.

Belonging – creating a school where every child knows that they are an important and valued member of our community.

Independence – developing children's confidence, resilience and ability to advocate for their own needs.

We recognise that successful inclusion is a partnership. We work closely with parents and carers, valuing their knowledge of their child and ensuring that communication is open, honest and solution-focused. Where appropriate, we work with external professionals and wider services to ensure that children and families receive coordinated support.

Our strategy is shaped by the experiences and views of our pupils, families and staff. We use pupil voice, parent feedback, professional advice, assessment information and ongoing quality assurance to evaluate what is working and identify where we need to improve.

At John Blow, inclusion means everyone belongs, everyone is supported and everyone is expected to achieve. We are committed to continually developing our practice so that every child can thrive.

Barriers to learning and participation

The school is experiencing an increasing prevalence and complexity of SEND, particularly SEMH needs, alongside a growing number of pupils requiring additional support. The number of Pupil Premium pupils has also increased, with a significant overlap between disadvantage and additional needs. Increasingly, pupils present with multiple and interconnected barriers, including SEND, SEMH, attendance and wider social and family circumstances. This creates a need for increasingly responsive, adaptive and individualised provision across the school.

	Detail of barrier to learning <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Increasing prevalence and complexity of SEND needs , particularly Social, Emotional and Mental Health (SEMH) needs. The school is seeing an increasing number of pupils requiring additional support to regulate emotions, manage relationships, engage successfully in learning and access the curriculum.
2	Increasing numbers of pupils with additional needs , requiring greater levels of adaptation, targeted support and collaboration with families and external agencies. This includes pupils whose needs may not yet have a formal diagnosis but are having a significant impact on their learning and wellbeing.
3	Growth in the number of disadvantaged/Pupil Premium pupils , alongside an increase in the complexity of need within this group. There is a significant overlap between disadvantage, SEND, SEMH, attendance and wider barriers to learning.
4	Multiple and interconnected barriers – for some pupils, SEND, disadvantage, SEMH, attendance, language and communication, behaviour and wider family circumstances interact to create more complex barriers to learning. This requires a personalised and graduated approach rather than a single intervention.

Activity in this academic year

Our priority this year is to strengthen both our universal inclusive offer and targeted provision so that pupils with additional needs can access high-quality teaching, participate fully in school life and make strong progress. Our planned activities focus particularly on the increasing prevalence and complexity of SEND and SEMH needs, while recognising the overlap between SEND, disadvantage and wider barriers to learning. This approach reflects the EEF's 2026 Guide to Inclusive Teaching, which emphasises that strong universal classroom practice should provide the foundation for inclusion, with carefully chosen adaptations and additional support used where required. The EEF highlights the importance of explicit instruction, effective feedback, scaffolding, positive relationships and calm, predictable classroom environments, alongside targeted support that is integrated with classroom teaching and monitored for impact.

Description of activity	Barriers addressed	Activity type (whether it is universal or targeted)	Total budgeted cost
Pastoral intervention and support – Provide targeted pastoral support for pupils experiencing SEMH needs, difficulties with emotional regulation, relationships, behaviour or engagement. Provision will include trusted-adult support, mentoring, nurture approaches and targeted pastoral interventions to help pupils develop the emotional and social skills needed to access learning successfully	1, 2, 3	Pastoral / SEMH / Targeted support	TBC following budget setting in October 2026
Internal Alternative Provision – Develop and maintain a temporary, structured, relational and reintegration-focused internal alternative provision offer for pupils whose additional needs, particularly SEMH needs, create significant barriers to accessing the mainstream classroom. Provision will provide a safe, structured and nurturing environment while maintaining strong links to the mainstream curriculum and supporting pupils to develop the skills and confidence to reintegrate successfully.	1, 4	Alternative provision / SEMH / Inclusion	

Staff CPD to enhance access to the English curriculum – Provide professional development to strengthen teachers' understanding of SEND and improve adaptive teaching within English. This will focus particularly on removing barriers to reading and writing for pupils with additional needs, including the use of scaffolding, explicit instruction, modelling, vocabulary development and appropriate adaptations.	2, 3, 4	Staff CPD / Inclusive teaching / Curriculum access	
Speech and Language Support – Provide specialist speech, language and communication support for pupils experiencing barriers with communication, understanding, vocabulary and expressive language. Staff will work with external professionals where appropriate and use identified strategies within classroom practice to ensure pupils can access learning and communicate effectively.	2, 3, 4	Speech, language and communication / Specialist support	
Counselling Service – Provide access to a school counselling service for pupils requiring additional emotional and mental health support. Counselling will complement the school's universal pastoral provision and provide targeted support for pupils experiencing emotional difficulties that may affect their wellbeing, relationships, attendance or engagement with learning.	1	SEMH / Mental health / Targeted support	

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
Pupils with SEND and additional needs are increasingly able to access and participate in high-quality classroom learning.	Staff use adaptive teaching strategies consistently; learning is appropriately scaffolded; pupil voice indicates increased confidence in accessing learning; monitoring shows improved participation and engagement of pupils with SEND.
Pupils experiencing SEMH needs receive timely and appropriate pastoral support which enables them to engage more successfully in school.	Identified pupils have appropriate support plans/interventions; pastoral provision is regularly reviewed; improvements are seen in engagement, relationships, emotional regulation, behaviour and/or attendance; pupil voice demonstrates that pupils feel supported and have trusted adults they can access.
Pupils requiring additional support are able to remain successfully engaged with education through an effective internal alternative provision offer.	Internal AP provides structured, personalised provision linked to pupils' needs; individual targets are reviewed regularly; pupils demonstrate improved engagement, behaviour and readiness to learn; where appropriate, pupils successfully increase their participation in mainstream learning.
Staff confidence and expertise in supporting pupils with SEND within English are strengthened.	Staff CPD is completed and evaluated; monitoring demonstrates increased use of effective adaptive teaching strategies in English; pupils with SEND demonstrate improved engagement and access to reading and writing; progress and attainment gaps are monitored and show improvement over time.
Pupils with speech, language and communication needs receive appropriate support to improve their ability to communicate and access learning.	Identified pupils receive appropriate assessment and intervention; agreed speech and language strategies are embedded within classroom practice; staff demonstrate increased confidence in supporting communication needs; pupils demonstrate improved communication, comprehension and/or classroom participation.
Pupils experiencing emotional or mental health difficulties can access appropriate counselling and specialist emotional support.	Pupils are identified and referred appropriately; counselling is delivered in a timely manner; progress is reviewed with pupils and relevant staff; pupils report improved emotional wellbeing, confidence and/or ability to engage with school.

The gap between pupils with SEND/additional needs and their peers is reduced.	Assessment, attendance, behaviour and participation data demonstrate improved outcomes over the period of the strategy; identified pupils make appropriate progress from their individual starting points; barriers to learning are identified and addressed earlier.
Pupils with additional needs have a stronger sense of belonging and inclusion within school life.	Pupil voice shows that pupils feel safe, valued and included; participation in wider school opportunities increases; pupils report that adults understand their needs and provide appropriate support.

Review of the previous academic year

As this is the first year of the strategy's implementation, a comprehensive review of its progress and overall impact will be conducted following the conclusion of the 2026–2027 academic year.

From Year 2 onwards, this section will outline the progress made toward our intended outcomes during the preceding academic year, detailing how these measures were assessed. The evaluation will critically analyse the strategy's impact on pupils' engagement, participation, attendance, sense of belonging, and academic attainment, with a dedicated reflection on outcomes for children and young people with additional needs and SEND.

Future reviews will critically evaluate which aspects of the strategy proved successful and which required refinement, ensuring that subsequent strategy updates are directly informed by robust evidence, including:

- **National Assessments and Qualifications Data:** Published national data from the preceding academic year (noting, where applicable, the lingering impact of earlier educational disruption on individual cohorts).
- **Internal Assessment Data:** Both formative and summative assessment outcomes tracked across the school.
- **Wider Inclusion Metrics:** School-level data, contextual observations, and early identification records used to measure broader indicators of inclusion, engagement, and access to learning.

Further information

*During 2026–2027, we will establish a dedicated **SEND and Inclusion Team** to strengthen our strategic approach to inclusion across the school. **Ellie Hollingsworth will lead on SEND**, working closely with **Ben Carver, who will lead on Inclusion**. The team will provide a clear structure for developing, implementing and reviewing our inclusion strategy, involving staff throughout the year in shaping priorities, evaluating impact and identifying areas for further development. This will ensure that our strategy remains responsive to the needs of our pupils, informed by staff expertise and continually reviewed and updated in light of evidence, experience and emerging needs.*