

Inclusion Strategy

Breckon Hill Primary School



Inclusion Strategy 2026-2027

Person Responsible	Headteacher
Review	Summer 2027

1. Vision and Principles

Our commitment to inclusion is rooted in our whole-school vision that every child is welcomed, valued, supported and able to thrive.

We believe that all children should experience a sense of belonging, achieve their potential and develop the skills and confidence needed to succeed. Inclusion is everyone's responsibility, and we are committed to removing barriers to learning, participation and achievement.

We carefully monitor the progress, attendance, wellbeing and engagement of all pupils, particularly those who:

- Have, or may have, Special Educational Needs and Disabilities (SEND)
- Are disadvantaged or eligible for Pupil Premium funding
- Speak English as an Additional Language (EAL)
- Are Children in Care or Previously Looked After Children
- Require additional support to maintain good attendance and engagement
- Join the school at any point during the academic year

Through high-quality teaching, strong pastoral support and effective partnerships with families, we strive to ensure that every child feels safe, respected and included within our school community.

2. Current Position

School Context and Baseline

Area	Current Position
SEND	30% of pupils are on the SEND Register
EHCPs	17 pupils have an Education, Health and Care Plan
Attendance	Whole-school attendance currently stands at 94.5%
Early Years Attendance	Attendance in Nursery and Reception remains a key area for improvement in 2025–26
Disadvantage	52% of pupils are eligible for Pupil Premium funding, with this figure increasing over the past three years
Suspensions	Four fixed-term suspensions during 2025–26
EAL	The school continues to have a consistently high proportion of multilingual learners

3. Strategic Priorities

Priority 1: High-Quality Inclusive Teaching

Aim

To ensure that all teachers are teachers of all pupils and that high-quality, adaptive teaching meets the needs of every learner.

Actions

- Embed effective adaptive teaching approaches across all classrooms.
- Utilise evidence-informed SEND strategies.
- Strengthen universal classroom provision and inclusive practice.
- Develop staff expertise in scaffolding, cognitive load theory and responsive teaching approaches.

Success Measures

- Lesson observations demonstrate effective adaptive teaching.
- Improved outcomes for vulnerable groups.
- Reduced reliance on withdrawal from classroom learning.
- Increased staff confidence in meeting diverse pupil needs.

Priority 2: Early Identification and Intervention

Aim

To identify barriers to learning early and provide timely, effective support.

Actions

- Further strengthen the graduated approach to SEND.
- Enhance assessment systems to identify needs at the earliest opportunity.
- Strengthen targeted intervention programmes to support individual pupil needs.
- Ensure close collaboration between teaching staff, families and external agencies where appropriate.

Success Measures

- Earlier identification of emerging needs.
- Timely access to appropriate support and intervention.
- Improved academic, social and emotional outcomes for pupils.
- Increased parental confidence in support arrangements.

Priority 3: Attendance and Engagement, with a Particular Focus on Early Years

Aim

To reduce barriers to attendance and ensure pupils attend school regularly and engage fully in learning.

Actions

- Clearly communicate attendance expectations to all families.
- Provide targeted support and guidance for identified families.
- Implement early intervention strategies for attendance concerns.
- Strengthen transition arrangements into Nursery and Reception.

Success Measures

- Reduction in persistent absence.
- Improved attendance for all pupils, including those with SEND and those eligible for Pupil Premium.
- Increased parental engagement and understanding of the importance of attendance.
- Improved attendance rates in Nursery and Reception.

Priority 4: Behaviour, Wellbeing and Belonging

Aim

To ensure every child feels safe, valued and connected to the school community.

Actions

- Embed trauma-informed approaches throughout school practice.
- Continue to develop therapeutic responses to behaviour.
- Strengthen opportunities for pupil voice and leadership.
- Provide high-quality emotional wellbeing support.
- Promote a culture of respect, belonging and positive relationships.

Success Measures

- Reduction in suspensions and behavioural incidents.
- Improved pupil wellbeing outcomes.
- Positive feedback through pupil voice activities and surveys.
- Increased sense of belonging across the school community.

4. Leadership and Accountability

Inclusion is a shared responsibility. All stakeholders play a role in ensuring the successful implementation of this strategy.

Role	Responsibility
The Senior Leadership Team	Strategic leadership and oversight of inclusion
Mrs H Chapman, Inclusion Lead/SENCO	Operational leadership and implementation of inclusion provision
Governing Body	Monitoring effectiveness, challenge and accountability
Subject Leaders and	Ensuring an inclusive curriculum and adaptive practice within their subjects
Class Teachers and Phase LEADS	Delivering high-quality first teaching and meeting the needs of all learners
Mrs Price, Attendance and Admissions Lead	Leadership of attendance, admissions and pupil wellbeing support
Children and Families Team	Operational support for pupils and families

5. Professional Development

To strengthen inclusive practice across the school, staff will engage in ongoing professional development, including:

- Words Matter, Behaviour as Communication
- Trauma-Informed Practice
- Inclusion for High Sensitivity Pupils
- Equality, Diversity and Inclusion
- Half termly safeguarding updates

Professional development will be regularly reviewed to ensure it meets the evolving needs of pupils and staff.

6. Measuring Impact

Quantitative Measures

- Whole-school attendance
- Persistent absence

- SEND pupil progress and attainment
- Phonics outcomes
- Reading attainment
- Suspensions and Exclusions

Qualitative Measures

- Parent voice
- Pupil voice
- Staff confidence and feedback
- Learning walks
- Pupil case studies
- External professional feedback where appropriate

Success Indicators

Success will be demonstrated when:

- Pupils with SEND make progress from their individual starting points.
- Attendance is at least in line with national figures.
- Persistent absence is below the national average.
- Suspensions and behavioural incidents continue to reduce.
- Pupil wellbeing measures are positive.
- Pupils report feeling safe, valued and included.
- Parents and carers express strong confidence in the school's inclusive provision.
- Staff demonstrate confidence and consistency in delivering inclusive practice.