

Inclusion Strategy – Hunton & Arrathorne Community 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 | September 2026 |
| Date on which it will be reviewed | September 2027 |
| Statement authorised by | Samuel Donaldson (Headteacher) Andrea Peacock (Chair of Governors) |

Statement of intent

Our whole school vision ‘care, aspire, excel’ is applicable to all pupils, including pupils with SEND and additional needs. We believe that true inclusion must start by meeting the highest needs. Through extremely high-quality leadership and adaptive teaching, inclusive environments, we aim to remove barriers and provide support to have a transformational impact on the most vulnerable pupils. Hunton & Arrathorne School uses evidence-based support, prioritising early intervention and a safe and respectful culture fostering belonging for all.

All pupils, including those with SEND, benefit from enriching provision accessed by all.

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support

| | Detail of barrier to learning |
|---|---|
| 1 | Growing prevalence of pupils entering EYFS with delayed or specific speech and language needs. |
| 2 | Growing trend of pupils with SEND arriving at Hunton & Arrathorne from different schools at points other than Reception with significant gaps in their learning. |
| 3 | An increasing number of pupils with significant SEMH needs who require an individualised support or interventions to meet their learning and emotional needs within a mainstream setting. |
| 4 | Developing staff knowledge regarding bespoke support and strategies for meeting the needs of a growing trend of pupils with specific significant additional needs. |

Activity in this academic year

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

In this context, 'activity' is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activity may address multiple barriers identified, particularly for improvements to your universal offer.

Each of the following activities are intended to meet the 7 principles of inclusion.

| Priority | Description of activity | Evidence | Activity type | Total budgeted cost |
|----------|---|---|----------------------|---------------------|
| 1 | Employ additional skilled full-time adult to across EYFS and Key Stage 1 to complete targeted early language interventions. | DFE Rise Support for Inclusive Mainstream Education | Universal & Targeted | £17,900 |
| | Purchase Nuffield Early Language teaching resources and associated CPD for key staff. | EEF Nuffield Early Language Intervention Summaries | | £2,800 |
| 1 | Invest in continued professional development for staff from speech and language therapist, school staff can provide support where local waiting lists are too long. | EEF Communication & Language Approaches | Targeted | £2,200 |
| 2 | Targeted interventions for children making less than expected progress, or with | EEF Small Group Tuition | Targeted | £3,800 |

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|---|--|---|----------------------|--------------------------------|
| | gaps in their foundational knowledge, through small group teaching. | | | |
| 3 | Employ and train a member of staff to work specifically with pupils in receipt of EHCP funding to develop SEMH work amongst this cohort for two afternoon sessions per week, delivering targeted interventions such as Lego Therapy. | EEF 1:1 Tuition | Targeted | £3,800 |
| 4 | Provide the SENDCo with additional CPD through the NPQ SEND programme to enable her to cascade CPD and up-to-date evidence based strategies to staff, increasing their knowledge. | DFE Rise Support for Inclusive Mainstream Education | Universal | £4,000 (Cover cost and CPD) |
| 4 | Enable teaching and support staff to access bespoke internal and external CPD linked to the needs of the pupils with SEND. | EEF Special Educational Needs in Mainstream Schools | Universal / Targeted | £3,500 (Cover cost and CPD) |

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 |
|---|---|
| 1. Early identification and intervention reduce barriers to learning, improving readiness for phonics, reading and writing. | Speech and language assessments Intervention records SALT reports |

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|--|--|
| | <p>Teacher observations</p> <p>Pupil voice</p> <p>Internal data analysis</p> |
| <p>2. Pupils demonstrate increased confidence, independence and engagement during whole-class learning as misconceptions and gaps are addressed through targeted teacher.</p> | <p>Termly assessment data</p> <p>Book looks</p> <p>Intervention records</p> <p>Pupil progress meetings</p> <p>Provision maps / tracking</p> |
| <p>3. Individual support enables pupils to develop positive relationships with trusted adults, improving attendance, wellbeing and readiness to learn.</p> | <p>Behaviour logs</p> <p>Attendance records</p> <p>Learning walks</p> <p>Pupil voice</p> <p>EHCP / Provision map reviews</p> <p>Work books</p> |
| <p>4. The SENDCo strengthens strategic leadership of SEND through the NPQ, ensuring provision is evidence informed, effectively monitored and has a measurable impact on pupil outcomes.</p> | <p>Successful completion of NPQ SEND</p> <p>Staff surveys</p> <p>Lesson monitoring / learning walks</p> <p>Provision map reviews</p> <p>Pupil progress meetings</p> <p>Data analysis</p> |

Review of the previous academic year

To be added in September 2027.