Chadsmead Primary Academy Inclusion Strategy

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).

This strategy reflects our school's context: 43% of pupils are eligible for Pupil Premium, 27% are identified with SEND (25% SEND Support, 2% EHCP) and 6% have English as an additional language. Many families live in areas of significant deprivation. These factors reinforce our commitment to an inclusive, universal offer that benefits all pupils while providing targeted support where needed.

Inclusion Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026 - 2027
Date this statement was published	November 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Gemma Grainger (Head teacher) and Helen Cadman (SENCO)

Statement of intent

At Chadsmead Primary Academy, inclusion is at the heart of everything we do. We believe every child, regardless of need, circumstance or starting point, should feel that they belong, are valued and can achieve within our school community.

Our aim is to identify and remove barriers to learning, participation and belonging, while maintaining high expectations for every child. Through strong relationships, early identification of need, high-quality adaptive teaching and carefully targeted support, we seek to ensure that all children can access an ambitious curriculum, develop independence and achieve their potential.

We recognise that inclusion extends beyond the classroom. We want every child to participate fully in the wider life of the school, including enrichment, visits, clubs and opportunities to have their voice heard. We work closely with children, families and external professionals to understand individual needs and provide the right support, in the right place, at the right time.

Our approach is rooted in a safe, respectful and relational culture where every child is valued as an individual and difference is respected. We want all children to feel a strong sense of belonging within our Chadsmead family. We continually review our provision, listen to children and families, and adapt our practice to ensure that barriers are identified and addressed.

Our belief that we develop children with “roots to grow and wings to fly” underpins our approach: ensuring every child has the opportunity to belong, participate, achieve and thrive.

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 barriers to learning
1	**Increasing complexity and range of additional need** A growing range and complexity of need, including SEND and speech, language and communication needs, can create barriers to pupils accessing learning, communicating effectively and participating independently. Staff need the knowledge, confidence and adaptive teaching approaches to identify and respond to these needs effectively.
2	**Gaps in learning and differing starting points** Some pupils, including those with SEND and lower prior attainment, require greater adaptation and carefully structured teaching to access an ambitious curriculum and make progress from their starting points. This is particularly evident within mathematics.
3	**Social, emotional and behavioural barriers** Some pupils experience difficulties with emotional regulation, relationships and behaviour which can affect their sense of belonging, engagement and participation in learning. Consistent relational and restorative approaches are needed to reduce lost learning and support successful inclusion.
4	**Barriers to wider participation** Pupils do not always have equal access to enrichment and wider opportunities because of additional needs, disadvantage or other individual circumstances. Provision needs to be planned and monitored to ensure barriers are identified and appropriate adjustments enable all pupils to participate.

Activity in this academic year

The table below details the additional activities that we will prioritise this academic year to alleviate the barriers identified to learning and participation faced by pupils in our school with additional needs and SEND.

Description of Activity	Activity type	Total budgeted cost
Whole-school professional development programme focused on adaptive teaching and the 'Five-a-day' strategies for SEND. This is informed by the Special Educational Needs in Mainstream Schools guidance report. **Principle of inclusion**: high-quality adaptive teaching with curriculum designed for all learners. **Barrier 1**	Universal	Approx. £1000
Strengthening our whole-school speech, language and communication offer. Developing staff knowledge and confidence in identifying and supporting speech, language and communication needs through targeted professional development, drawing on Speech and Language UK resources and Stoke Speaks Out training and guidance. This will support more consistent communication-friendly practice across the school and earlier identification of need. **Principle of inclusion:** High-quality adaptive teaching with curriculum designed for all learners. **Barrier 1**	Universal	Approx. £2500
Strengthening inclusive maths teaching to improve outcomes for lower-prior-attaining pupils. Building on the Trust Maths Spotlight Review and NCETM Maths Hub Specialist support professional development to further develop staff expertise and ensure teaching is responsive to pupils' starting points and needs.	Targeted	Approx £3300

Principle of inclusion: High-quality adaptive teaching with curriculum designed for all learners. **Barrier 2**		
Embedding restorative practice and relational approaches to behaviour to foster belonging and participation. Building on established practice at Chadsmead, we will continue to strengthen consistent restorative and relational approaches across the school, supporting positive relationships, emotional regulation and engagement in learning. **Principle of inclusion:** a safe and respectful culture fostering belonging, attendance, and participation in learning. **Barrier 3**	Universal	Approx £830
Developing inclusive enrichment provision to ensure all pupils can access and participate in opportunities beyond the classroom. Broadening and mapping enrichment, clubs, educational visits and memorable experiences across the school, with appropriate adjustments and support to remove barriers to participation for pupils with SEND and additional needs. **Principle of inclusion**: Enriching provision beyond the classroom that all children can access. **Barrier 4**	Targeted & Universal	Approx. £2100
Total **Inclusion Strategy Funding: £9,721.35**	Targeted and Universal	£9,730

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
Barrier 1: Increased staff confidence and competence in adaptive teaching for pupils.	Lesson observations and learning walks evidence consistent, high-quality adaptive teaching across all classes. Pupil voice indicates that lessons are accessible and that pupils feel supported in their learning.
Barrier 1: Improved identification and support for pupils with speech, language and communication needs.	Staff are increasingly confident in recognising SLCN and using communication-friendly approaches consistently, resulting in earlier identification of need, improved access to learning and increased participation for pupils with communication difficulties.
Barrier 2: Improved progress and attainment for pupils with SEND	Pupils with SEND make progress from starting points, meeting their individual targets and making progress at least in line with their peers from their starting points - as measured by termly assessment data. The gap between pupils with SEND and their peers in reading, writing and mathematics narrows year-on-year. Pupils with EHCPs make measurable progress towards their individual outcomes as recorded in annual reviews.
Barrier 3 Improved sense of belonging, emotional regulation and participation in learning for all pupils, particularly those with additional needs.	Pupils feel safe, supported and included. Pupil voice, behaviour data and learning walks show improved belonging, fewer repeated incidents and consistent use of restorative approaches. School is recognised for its relational practices and behaviour
Barrier 4	Enrichment mapping and participation data show a broad offer across the school and increased participation for

All pupils have equitable access to enrichment opportunities.	pupils with SEND and additional needs, with identified barriers to access reduced.

Review of the previous academic year

From year two, the school will outline the progress we make towards our intended outcomes during the previous academic year and explain how this was assessed. In doing this, we will note the impact that our strategy has had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This will include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

We will critically review what aspects of our strategy worked well / did not have the intended impact and explain how this has informed our drafting of the next year's strategy.

To support this, we will use:

- Data from the previous academic year's national assessments and qualifications, once
- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.

Further information (optional)

This inclusion strategy aligns strongly aligns with our School Improvement Plan and Pupil Premium Strategy and should be read alongside our SEND Information Report, Accessibility Plan and Pupil Premium strategy statement, with which it is deliberately aligned. The strategy has been developed by our senior leadership team and SENCo (Mrs H Cadman) and scrutinised by the governing board's SEND link governor. Progress is monitored termly by leaders and governors, and the strategy is reviewed and republished annually. We also work with other schools to share approaches and, in time, to consider peer review of our strategies.