Inclusion Strategy 2026-2029

East Ravendale C of E 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 years that our current Inclusion Strategy covers	2026 to 2029
Date this statement was published	1st December 2026
Dates on which it will be reviewed	1st December 2027
Statement authorised by Academy Committee and Headteacher	1st December 2026

Statement of intent

At East Ravendale Church of England Primary School, our SEND provision is rooted in our vision to develop **independent, inquisitive and self-motivated learners who know they are safe, valued and wonderfully unique as God's children**, underpinned by our core values of **Wonder, Belief and Joy**. We are committed to ensuring that every child, regardless of need or barrier to learning, is given the opportunity to flourish academically, socially, emotionally and spiritually.

In alignment with the Lincoln Anglican Academy Trust (LAAT) vision of **"Excellence, Exploration and Encouragement powered by Equity,"** we recognise that every pupil has the right to receive the support they need, when they need it, and that this support will look different for different children. Equity means providing targeted provision, resources and expertise to ensure that pupils with SEND can achieve their full potential and experience success alongside their peers.

Our Intent

We intend to:

- Ensure every pupil with SEND is known, understood and valued as an individual.
- Remove barriers to learning through high-quality teaching, targeted intervention and inclusive practice.
- Develop pupil independence, confidence and resilience so that children become active participants in their own learning journey.
- Promote strong partnerships between school, families, external agencies and the wider community.
- Secure the best possible academic, social, emotional and personal outcomes for all pupils with SEND.
- Create a culture where all children experience belonging, success and aspiration, enabling them to thrive both now and in the future.

How We Will Use SEND Funding to Improve Outcomes

SEND funding will be used strategically to ensure that pupils receive timely, effective and evidence-informed support. This will include:

High-Quality Teaching and Staff Development

- Continuing to develop staff expertise through SEND-specific training and professional development.

- Equipping teachers and support staff with strategies to meet a wide range of needs within the classroom.
- Accessing specialist advice and support through LAAT networks and external professionals.

Targeted Interventions

- Delivering evidence-based interventions to support literacy, language development, phonics, numeracy and social communication.
- Providing additional small-group and individual support where appropriate.
- Monitoring the impact of interventions closely to ensure they lead to improved outcomes.

Specialist Support and Resources

- Funding specialist programmes, resources and assistive technologies that enable pupils to access learning more independently.
- Purchasing adaptive equipment and tailored learning materials to meet individual needs.
- Working with external agencies, including educational psychologists, speech and language therapists, and SEND specialists, to ensure provision is informed by expert guidance.

Social, Emotional and Mental Health Support

- Providing nurture and wellbeing support to strengthen confidence, resilience and emotional regulation.
- Supporting attendance, engagement and readiness to learn.
- Developing pupils' independence and self-advocacy skills so they are prepared for future stages of education and life.

Early Identification and Intervention

- Ensuring needs are identified quickly and support is in place at the earliest opportunity.
- Using assessment information to inform personalised provision and ensure resources are allocated where they will have the greatest impact.

Expected Impact

Through this approach, we expect to see:

- Improved attainment and progress for pupils with SEND.
- Increased independence, confidence and engagement in learning.
- Better attendance and participation in all aspects of school life.
- Stronger communication and partnership with families.
- Positive outcomes that enable every pupil to flourish and achieve their God-given potential.

By combining East Ravendale's commitment to valuing every child with LAAT's belief in **equity, excellence, exploration and encouragement**, we will ensure that SEND funding is used purposefully and effectively to provide the support, opportunities and experiences that help every pupil succeed.

Our approach to inclusive practice

Within our school, we use a three-layer model so inclusion is built into everyday practice while ensuring pupils receive additional support when the universal offer alone is not sufficient.

Layer	School approach	Examples
Universal provision	High-quality teaching and whole-school practice designed to remove commonly occurring barriers before they become entrenched.	Explicit instruction; chunking and scaffolding; visual supports; vocabulary instruction; retrieval; modelling; predictable routines; accessible resources; regulation routines; reasonable adjustments.
Targeted Provision	Teachers and support staff make purposeful adaptations based on assessment and observation, without waiting for formal diagnosis.	Pre-teaching; additional processing time; targeted communication support; structured transitions; sensory adjustments; short-term small-group teaching.
Personalised Provision and Specialist Support	Where universal provision is insufficient, support is planned with the SENCO, families and relevant professionals.	Evidence-informed interventions; bespoke curriculums, individual support plans; inclusion base access where appropriate; specialist advice; external agency involvement; EHCP provision.

The 7 principles of inclusion in practice

Principle	How we will address it
1. Ambitious leadership and governance	Inclusion is a School wide priority, Headteacher and SENCo have overall priority, governors review impact, expenditure and outcomes termly. All teachers are teachers of SEND.
2. Evidence-based support and early intervention	Use assess-plan-do-review, evidence-informed interventions and early identification so support responds to need and impact, use of EEF Guide to inclusive Teaching, use of the NE Lincs Ordinarily Available Provision.
3. High-quality adaptive teaching and curriculum	Use the EEF Guide to Inclusive Teaching to strengthen universal teaching and purposeful adaptations for individual barriers, use of the NE Lincs Ordinarily Available Provision to strengthen universal teaching and purposeful adaptations for individual barriers.
4. Enriching provision beyond the classroom	Remove barriers to participation in trips, residentials, clubs, sport, music, leadership and other enrichment.
5. Safe and respectful culture	Promote belonging, predictable routines, regulation, respectful relationships and a culture in which pupils feel safe and valued.
6. Strong partnerships with families and wider services	Work collaboratively with families and specialist services (EdPsyc, SALT etc.), ensuring advice is translated into practical provision and communicated to parents.
7. Inclusive environments and continuous improvement	Audit physical, sensory and communication accessibility and use pupil voice and QA to continually improve the environment and provision.

Funding our inclusive approach

The school plans inclusion activity across its core school budget, including the notional SEN budget, alongside the IMF.

Funding source	Allocation	Purpose
Core school budget, including notional SEN budget	£71,207	SENCO/inclusion staffing; teaching assistant deployment; reasonable adjustments; targeted support; CPD; resources; specialist advice; accessible curriculum and environment.
Inclusive Mainstream Fund (IMF)	£5,936.96	Strengthening adaptive teaching; communication and language; regulation and engagement; accessibility; early identification and targeted support.
LAAT Trust-wide Inclusion Services	Trust-funded	Access to attendance, behaviour, inclusion and specialist support services.
Total planned inclusion investment	£77,143.96	Combined investment to deliver the School/Academy's inclusive offer.

In addition to the school's direct allocation, LAAT has committed a proportion of its Inclusive Mainstream Fund allocation to Trust-wide inclusion services. These services are available to all schools and form part of the Trust's wider inclusion investment. The pooled provision includes inclusion leadership support, attendance services, behaviour support, specialist advice, professional development and restrictive intervention training. This approach enables the Trust to build sustainable capacity and expertise across all academies, ensuring that improvements to inclusive practice can be embedded beyond the duration of the current funding arrangements.

Barriers to learning and participation

The school has identified the following key barriers to learning and participation. These barriers inform the development of our inclusive universal offer as well as targeted support. They are not necessarily linked to a particular diagnosis and may be experienced by pupils with or without SEND.

No.	Barrier to learning and participation
1	Assessment, observations, and discussions with pupils suggest SEND pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers, as well as their accessibility in other curriculum areas. With regards to reading, Non-SEND have 63% of pupils at Exp in Writing, and 30% at GD compared to 18% of SEND on track for Expected and 0% for GD.
2	Internal and external assessments indicate that writing attainment among SEND pupils is significantly below that of non-SEND pupils. Non-SEND have 54% of pupils at Exp in Writing, and 21% at GD compared to 0% of SEND on track for either Expected or GD
3	Attendance data shows that Non-SEND pupils have greater attendance compared to SEND, with School non-SEND attendance for 2025-2026 at 94.7%, and SEND at 92.1%.
4	Self-regulation, emotional wellbeing and readiness to learn: difficulties managing emotions, sustaining attention, coping with anxiety or uncertainty and regulating behaviour.
5	Sensory, physical and environmental access: barriers arising from sensory sensitivities, physical needs, noise, visual clutter or difficulty accessing resources and spaces.
6	Access to wider curriculum and enrichment: barriers to participation in trips, clubs, sport, music, leadership and other enrichment without appropriate adjustments.

Activity in this academic year

Our activity this academic year focuses on strengthening the inclusive core offer for all pupils, alongside targeted provision where assessment demonstrates that additional support is required. In this context, 'activity' is a reporting term to show where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activities may address multiple barriers. Costs below combine IMF and core budget allocations.

Description of activity *(evidence and barrier numbers addressed)*	**Activity type**	**Total budgeted cost**	**Intended Outcomes**
1. Implement the LAATs Inclusive Teaching Framework (The Art of Teaching and Learning), drawing on the EEF Guide to Inclusive Teaching. CPD, coaching and QA will focus on explicit instruction, modelling, scaffolding, checking for understanding, flexible grouping, vocabulary and purposeful adaptation. Addresses barriers 1, 2, 5, 6	Universal	£25,700	By the end of the strategy, inclusive teaching is consistently embedded. At least 90% of lessons sampled through QA demonstrate agreed approaches; pupils with SEND show improved access and independence.

2. Strengthen early identification and graduated response through assess-plan-do-review, classroom assessment and early identification of emerging needs. Addresses barriers 1–6.	Universal and targeted	£2000	Earlier identification and prompt support. All targeted support has a clear barrier, intended outcome and review point; provision changes where impact is limited.
3. Establish a consistent approach to regulation, emotional wellbeing and readiness to learn, including predictable routines, regulation strategies, calm spaces and targeted support. Addresses barriers 3-5	Universal and targeted	£2,000	Improved readiness, engagement and behaviour; fewer incidents for identified pupils; improved pupil voice on safety, belonging and readiness to learn.
4. Strengthen targeted literacy and numeracy support so interventions are evidence-informed, linked to classroom teaching and reviewed for impact. Addresses barrier 1-2.	Targeted	£28,000	Pupils receiving support make measurable progress towards identified gaps; the proportion of pupils with SEND achieving age-related expectations increases from baseline.
5. Improve attendance and engagement through early identification, individual attendance plans, family partnership and coordinated inclusion/pastoral/attendance support. Addresses barrier 3.	Universal and targeted	£8,000	SEND attendance gap reduces by at least 1 percentage point from baseline; persistent absence reduces for identified pupils.
6. Improve access to enrichment through reasonable adjustments, advance preparation, accessible resources and additional support for trips, clubs, sport, music and leadership. Addresses barrier 6.	Universal and targeted	£2,000	Participation of pupils with SEND in enrichment increases from the previous year's baseline; barriers are addressed proactively.

LAAT Trust-Wide Inclusion Offer

The activities above are complemented by Trust-wide inclusion services funded through the Inclusive Mainstream Fund. Schools may access these services to strengthen implementation, build staff expertise and support sustainable improvement. The Trust-wide offer complements, but does not replace, the school's own inclusive provision and activity planned through this strategy. The offer enables schools to benefit from specialist expertise, shared services and professional development that would be difficult or less cost-effective to secure individually.

Trust Inclusion Priority	Activity type	Intended Outcomes
Leadership and Governance	Inclusion reviews, implementation support and governor development.	Improved strategic oversight of inclusion.
High-Quality Teaching	Trust-wide adaptive teaching and inclusive practice professional development.	Improved access to learning for all pupils.
Early Intervention	Access to specialist advice and support.	Earlier identification of need, timely intervention and reduced escalation of barriers to learning.
Behaviour and Inclusion	Behaviour support, inclusion casework, leadership coaching, restorative approaches and behaviour systems development.	Improved behaviour for learning, reduced suspensions and exclusions, and increased participation in education.

Attendance and Belonging	Attendance reviews, casework support and attendance improvement planning.	Improved attendance, participation and belonging for vulnerable pupils.
Inclusive Environments	Restrictive intervention and de-escalation training.	Safer and more inclusive learning environments.
Workforce Development	Inclusion networks and professional learning opportunities.	Increased staff confidence and expertise.

Intended outcomes by the end of the inclusion strategy

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.

- *Child-centred Inclusion strategies are obvious in all lessons*
- *Full implementation of the LAAT Teaching and Learning Toolkit within all classes (The Art of Teaching and Learning)*
- *Significantly Improved writing attainment for SEND pupils at the end of KS2 by 2029.*
- *To achieve and sustain improved attendance for all pupils, particularly our SEND pupils.*
- *For SEND pupils to achieve more in non-core subjects as evidenced through teacher formative assessment, summative assessment, pupil voice and book scrutinies.*
- *100% of SEND pupils will attend at least 1 school trip and 1 School Club, with SEND pupils represented in 100% of School initiatives.*
- *Greater independence, with pupils increasingly able to regulate, organise themselves and access learning without unnecessary adult dependence.*
- *Improved pupil and family experience, demonstrated through surveys, pupil voice and family feedback.*
- *Greater staff confidence and consistency in delivering inclusive practice.*
- *Evidence of value for money, with the impact of core- and IMF-funded activity reviewed termly and funding redirected where activity is not achieving its intended outcome.*

How we will measure impact

Measure	Evidence / review method	Review point
Teaching and classroom practice	Learning walks, lesson visits, work scrutiny, coaching and QA against the Inclusive Teaching Framework.	Termly
Pupil outcomes	Progress and attainment data, intervention outcomes and assessment information, including SEND group analysis.	Termly
Attendance and engagement	Attendance, persistent absence, punctuality, behaviour and participation data, analysed for pupils with SEND and other vulnerable groups.	Half-termly / termly
Pupil voice	Structured pupil voice on belonging, safety, learning, independence and access to support.	Termly
Family voice	SEND/family surveys, forums and feedback from meetings.	Termly / annually
Staff confidence	Staff survey, CPD evaluation and coaching evidence.	Autumn baseline / Summer review
Participation	Participation in clubs, trips, sport, music, leadership and wider opportunities.	Termly
Value for money	Review of expenditure against activity, implementation and outcomes; funding redirected where impact is limited.	Termly

Review of the previous academic year

Further information (optional)