

Inclusion Strategy – Thurgoland CE 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	30.09.2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mr D Jordan Mrs L Gregory-White

Statement of intent

At Thurgoland CE Primary School, our Christian vision and aim to support every member of the school community 'To be and become your Best Self', underpins our commitment to ensuring every child is known, valued and able to flourish academically, socially, emotionally and spiritually. Our ultimate aim is to create a truly inclusive school where every child feels they belong, participates fully in school life, achieves their potential and is prepared for the next stage of their education and life, whatever their starting point or individual needs.

Inclusion is everyone's responsibility. We believe that high-quality teaching, positive relationships and consistently high expectations provide the strongest foundation for success. Our approach begins with inclusive classroom practice, where teaching is carefully adapted to remove barriers and enable all pupils to learn successfully alongside their peers. This reflects the Education Endowment Foundation (EEF) Special Educational Needs in Mainstream Schools guidance, which identifies high-quality teaching as the first response to meeting additional needs.

Our classroom practice is further informed by the EEF's Five-a-Day approach, embedding explicit instruction, scaffolding, flexible grouping, cognitive and metacognitive strategies and the purposeful use of technology into everyday teaching. Where additional support is needed, we use a graduated approach to identify need early, work in partnership with families and access specialist expertise. The deployment of teaching assistants is guided by the EEF's Making Best Use of Teaching Assistants guidance, ensuring additional adults complement high-quality teaching, promote independence and deliver structured interventions where appropriate.

Our strategy aligns with the Department for Education's ambition for a more inclusive mainstream education system and with Barnsley Metropolitan Borough Council's Inclusive Practice Guidance. It is underpinned by the principles of belonging, participation, high aspirations, early identification, partnership with families, collaboration and continuous improvement. We recognise that inclusion extends beyond SEND to encompass attendance, safeguarding, behaviour, wellbeing, mental health and equality of opportunity. Through our regular Inclusion Team meetings, these areas are considered together to ensure children and families receive timely, coordinated support.

The strategy has been developed through our understanding of pupils' needs alongside feedback from children, parents, carers, staff, governors and external partners. Their views continue to shape our priorities and help us strengthen our inclusive practice.

This Inclusion Strategy provides the strategic direction for inclusion across the school and is implemented through our SEND Action Plan, Wellbeing Action Plan and wider School Improvement Plan. We regularly monitor its impact through pupil outcomes, stakeholder feedback and ongoing evaluation, ensuring we continue to remove barriers, improve provision and enable every child to be and become their Best Self.

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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Meeting a diverse range of needs within mainstream classrooms. Meeting a diverse range of needs within mainstream classrooms. Pupils present with a diverse range of additional needs across the four broad areas of SEND. Speech, language and communication needs represent a significant area of need within the school, affecting pupils' ability to understand, express themselves and participate fully in learning. Specific learning difficulties, particularly dyslexia, also present barriers to literacy and curriculum access for a number of pupils. Alongside this, the school has identified an emerging pattern of social, emotional and mental health (SEMH) needs, reinforcing the importance of emotional regulation, wellbeing and inclusive classroom practice. In addition, some pupils have medical, physical or sensory needs that impact access, participation and independence.
2	Ensuring access through inclusive environments and targeted provision Some pupils require reasonable adjustments, adapted learning environments or opportunities for sensory and emotional regulation to enable them to engage successfully in mainstream learning. Flexible learning spaces and targeted provision help reduce barriers to participation, develop independence and support pupils to access learning alongside their peers.

3	Early identification and responsive graduated support Pupils' needs can become more complex if barriers are not identified and addressed at the earliest opportunity. Timely assessment, effective use of the graduated approach and regular review are essential to ensure provision remains responsive to pupils' changing needs and prevents difficulties from escalating.
4	Promoting participation, wellbeing and belonging. Attendance, social, emotional and mental health needs, safeguarding concerns and wider family circumstances can affect pupils' readiness to learn, engagement and sense of belonging. These barriers can reduce participation, impact relationships and limit pupils' ability to flourish both academically and personally if not addressed through a coordinated whole-school approach.
5	Working in partnership with families and specialist professionals. Strong partnerships with parents, carers and specialist professionals are essential to securing the best outcomes for children with additional needs. Effective communication, co-production and timely access to specialist advice support early identification, informed decision-making and consistent provision across home and school. As pupils' needs change over time, maintaining these partnerships helps ensure support remains responsive and enables barriers to learning and participation to be addressed at the earliest opportunity.

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.

Description of activity (including evidence and barriers addressed)	Activity type	Total budgeted cost
Strengthen adaptive teaching through evidence-informed practice. Continue to develop staff expertise through coaching, CPD, learning walks and implementation of the EEF <i>Special Educational Needs in Mainstream Schools</i> guidance and <i>Five-a-Day</i> principles. Further develop communication-friendly classrooms and effective deployment of Teaching Assistants in line with the EEF <i>Making Best Use of Teaching Assistants</i> guidance to ensure pupils access an ambitious curriculum through high-quality adaptive teaching. Monitor implementation through learning walks, book looks and pupil voice. (Barrier 1)	Universal	£6,000 (CPD and coaching £2,000; SENCO release time £2,500; Team Teach Level 1 training £1,500)
Embed the graduated approach and early identification. Implement high-quality pupil passports that capture pupils' strengths, aspirations and support strategies, alongside robust Assess–Plan–Do–Review cycles. Use regular Inclusion Team meetings and assessment information to identify emerging needs early,	Universal	£9,000 (SENCO leadership and release time £6,000; Teaching Assistant assessment, review and pupil passport time £3,000)

coordinate provision and monitor progress. (Barriers 1, 3 & 5)		
Develop inclusive learning environments that promote participation and belonging. Continue to enhance the library, outdoor classroom, ICT suite and flexible learning spaces to provide reasonable adjustments, support emotional regulation, communication and independence, and enable pupils to participate successfully in mainstream learning. (Barriers 2 & 4)	Universal & Targeted	£3,500 (Inclusive learning spaces - library and communication resources £3,500)
Deliver evidence-informed targeted interventions. Provide targeted support, including Speech and Language programmes, Forest School, ELSA, Motional-informed therapeutic groups and sensory/self-regulation support. Review intervention impact through agreed outcome measures and the graduated approach to ensure provision remains responsive and effective. (Barriers 2, 3 & 4)	Targeted	£42,000 (HLTA and Teaching Assistant staffing £42,000)
Access specialist advice and build staff expertise. Work collaboratively with Experts at Hand, including Educational Psychology, Speech and Language Therapy, Occupational Therapy and specialist advisory services. Ensure specialist recommendations are translated into classroom practice, reviewed regularly and used to build staff confidence and improve outcomes for pupils. (Barriers 1, 3 & 5)	Universal & Targeted	£3,000 (SENCO and Teaching Assistant implementation and review time £3,000)
Strengthen partnership with families and support successful transitions. Continue to develop co-	Universal	£5,500 (SENCO, Parent

production through regular review meetings, pupil passports, Early Help, parent workshops and signposting to local services. Strengthen transition arrangements between year groups, key stages and settings to ensure information is shared effectively and support is in place from the earliest opportunity. (Barriers 3, 4 & 5)		Champion and Teaching Assistant time £5,500)
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Total indicative budgeted cost: £69,000 (funded through the core school budget, including the notional SEN budget, and the Inclusive Mainstream Fund where applicable).

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 those with additional needs consistently experience high-quality adaptive teaching that enables them to access an ambitious curriculum.	Monitoring demonstrates consistent implementation of adaptive teaching and EEF Five-a-Day principles. Communication-friendly classroom approaches are evident. Learning walks, coaching records and staff voice demonstrate increased expertise and confidence in meeting diverse needs. Pupils access stage-related learning with appropriate adaptations and increasing independence.
Pupils' needs are identified early and supported through a consistent graduated response.	Provision is adapted in response to Assess–Plan–Do–Review cycles and pupil progress. Pupil passports inform classroom practice and reflect pupil and parent voice. Pupils increasingly demonstrate independence in learning and reduced reliance on adult support.

	Needs are identified and supported at the earliest opportunity, with timely intervention where required. External professionals recognise the quality of school documentation and provision.
Pupils experience a strong sense of belonging, positive wellbeing and full participation in school life.	Pupil voice demonstrates that children feel safe, included and valued. Pupils increasingly demonstrate independence in learning and reduced reliance on adult support. Attendance improves for pupils where attendance has been identified as a barrier. Motional and other wellbeing measures demonstrate positive progress. Increased participation in enrichment opportunities and wider school life.
Targeted provision and specialist support enable pupils to thrive within mainstream education.	Intervention data demonstrates positive progress towards intended outcomes. Specialist recommendations are consistently implemented in classroom practice. Pupils demonstrate improved self-regulation, communication and independence. Increasing numbers of pupils successfully access and sustain learning within mainstream classrooms.
Families are active partners in identifying needs, planning support and reviewing progress.	Parents report positive communication and involvement in decision-making. Reviews demonstrate effective co-production and shared planning. Transitions between classes and settings are well planned and successfully supported.

Review of the previous academic year

This is the first year of the Inclusion Strategy (2026–2027). A full evaluation of progress against the intended outcomes will be completed at the end of the 2026–27 academic year and will inform the review and refinement of the strategy for 2027–28. Evaluation will draw upon:

- Attainment and progress data for pupils with SEND.
- Learning walks, lesson observations and provision reviews.
- Pupil and parent voice.
- Attendance, engagement and participation data.
- Motional assessments and wellbeing monitoring.
- CPOMS analysis and safeguarding trends.
- Reviews of pupil passports, Assess–Plan–Do–Review cycles and SEND outcomes.

Further information

Thurgoland CE Primary School is committed to providing an inclusive education in which every pupil is known, valued and supported to flourish. Inclusion is the responsibility of all staff and is underpinned by high-quality adaptive teaching, early identification, a robust graduated response and strong partnerships with families and external agencies.

The school has invested in developing internal expertise through coaching, implementation of the EEF Five-a-Day principles, Team Teach Level 1 training, ELSA training, dedicated HLTA-led wellbeing and regulation provision, Teaching Assistant-led Speech and Language interventions, and the development of an Inclusive Learning and Regulation Space, incorporating Forest School approaches where appropriate. Weekly Inclusion Team meetings bring together safeguarding, attendance, SEND and wellbeing, enabling barriers to learning to be identified early and support to be coordinated effectively.

This strategy reflects the school's commitment to continually strengthening its inclusive mainstream offer so that all pupils can participate fully in school life, access an ambitious curriculum and achieve positive academic, social and emotional outcomes. Implementation is monitored through the SEND Action Plan, governor monitoring, stakeholder feedback and an annual review cycle, ensuring that the strategy remains responsive to the changing needs of pupils and the wider school community.

This strategy has been informed by:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)
- Equality Act 2010
- Keeping Children Safe in Education 2026
- Department for Education guidance on inclusive education settings and inclusion bases.
- Education Endowment Foundation: *Special Educational Needs in Mainstream Schools*
- Education Endowment Foundation: *Making Best Use of Teaching Assistants*

- Education Endowment Foundation: *Five-a-Day: Supporting High-Quality Teaching for Pupils with SEND*
- Barnsley *Access to Education: Guidance to Support Inclusion*.
- Barnsley SEND and Alternative Provision Reform Plan.
- BMBC SEND Re-visit (2026).
- School self-evaluation, including monitoring, learning walks, pupil and parent voice, attendance, safeguarding, SEND review, Inclusion Team monitoring, and attainment and progress analysis.
- The EEF Guide to Inclusive Teaching July 2026