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	04.11.2026
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.

Evidence informing our priorities

The barriers below are informed by analysis of attainment and progress, SEND profiles, classroom monitoring, attendance and behaviour information, CPOMS patterns, Motional assessments, pupil and parent voice, and advice from external professionals. School self-evaluation identifies priorities around speech, language and communication; consistent understanding of emerging social, emotional and mental health needs; and strategies supporting regulation, independence and participation. Verified cohort-level trends and baseline measures are recorded and reviewed through the SEND Action Plan and Inclusion Team; sensitive pupil-level information is not included in this published statement.

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	**The impact of diverse learning and communication needs on access to the curriculum** Pupils at Thurgoland present with a range of needs across the four broad areas of SEND, which can create different and sometimes overlapping barriers to learning. Speech, language and communication difficulties can affect pupils' understanding of instructions, ability to process and express ideas, and participation in classroom discussion. Specific learning difficulties, including dyslexia, can create barriers to reading, spelling and written recording. Sensory, physical and medical needs can also affect pupils' access to classroom activities, independence and engagement. The range of needs within mainstream classrooms means that some pupils experience barriers to accessing learning, communicating their understanding and participating alongside their peers, even when they are working within an inclusive classroom environment.
2	**Identifying and understanding emerging social, emotional and mental health (SEMH) needs** Our challenge is to identify and understand the underlying reasons for emerging needs accurately and promptly. Staff observations, pupil and family voice, patterns recorded on CPOMS and Motional assessments contribute different evidence; no single source reliably presents the full picture. Behaviour or reduced engagement may reflect communication, learning, sensory or SEMH needs, or an interaction of these. Consistent triangulation, assessment and timely discussion through the Inclusion Team are priorities to ensure the graduated response addresses underlying needs rather than presenting behaviours alone.
3	**The impact of emotional regulation and relationship difficulties on learning and participation** Some pupils experience difficulties with emotional regulation, managing relationships, coping with transitions and responding to the demands of the school day. These difficulties can affect their readiness to learn, engagement with classroom activities, relationships with peers and ability to participate consistently in school life. Where pupils find it difficult to recognise their emotions, communicate their needs or access appropriate regulation strategies independently, they may require additional adult support to remain engaged and manage challenging situations. Ensuring that pupils can access learning, build positive relationships and participate successfully requires a consistent understanding of their needs and appropriate support across the school day.

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)	Principles of inclusion	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 EEF SEND guidance and Five-a-Day principles. Strengthen communication-friendly classrooms and effective deployment of Teaching Assistants to supplement teacher-led instruction and promote independence. Monitor both consistency of practice and the effect on pupils’ understanding engagement, progress and independence through learning walks, work scrutiny and pupil voice. (Barrier 1)	> High-quality inclusive teaching with curriculum designed for all pupils	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, coordinate provision and monitor progress. **(Barriers 1 & 2)**	> Ambitious leadership and governance that embeds inclusion > Evidence-based support prioritising early intervention	Universal	**£9,000** (SENCO leadership and release time £6,000; Teaching Assistant assessment, review and pupil passport time £3,000)

Develop inclusive learning environments that strengthen emotional regulation, independence, belonging and participation. Develop the outdoor Inclusive Learning and Regulation Space as part of the graduated response, using appropriate resources and carefully planned activities. Access will be based on identified needs, clear pupil outcomes and regular review, rather than routine or indefinite removal from lessons. Staff will plan how pupils practise and transfer regulation, communication and relationship strategies into mainstream classrooms and wider school life, with curriculum continuity and safeguarding maintained. Evaluate impact through engagement, independence, regulation and successful participation. The associated action plan will detail staffing, supervision, accessibility and review arrangements. (Barriers 2 & 3)	> Inclusive environments with continuous improvements to accessibility > A safe, respectful culture fostering belonging, attendance, and participation in learning > Enriching provision beyond the classroom that all children can access	Universal & Targeted	**£3,500** (Inclusive learning spaces – outdoor inclusion base, £3,500)
Deliver evidence-informed targeted interventions. Provide targeted Speech and Language programmes (including links to EYFS language screening and NELI where appropriate), Forest School approaches, ELSA, Motional-informed groups and sensory/self-regulation support, selected according to assessed need. Record for each intervention the starting point, intended pupil outcome, frequency, review date and evidence of impact. Review through Assess–Plan–Do–Review; adapt or cease support where appropriate and prioritise transfer of learning and independence in class. (Barriers 1, 2 & 3)	> Evidence-based support prioritising early intervention > Enriching provision beyond the classroom that all children can access	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. Seek reflections and further advice on the development of the outdoor inclusion space and recommendations to support children with SEMH needs. Ensure specialist recommendations are translated into classroom practice, reviewed regularly and used to build staff confidence and improve outcomes for pupils. **(Barriers 1, 2 & 3)**	> Strong partnerships with families and wider services	Universal & Targeted	**£3,000** (SENCO and Teaching Assistant implementation and review time £3,000)

Funding transparency and eligibility

The total strategy budget is £63,500. The illustrative split below assumes an Inclusive Mainstream Fund (IMF) allocation of £9,945, with £53,555 funded from the core budget (including notional SEN).

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 access ambitious curriculum learning through effective adaptive teaching.	Pupils make demonstrable progress from their starting points in reading, writing, mathematics and relevant wider-curriculum outcomes. Pupil discussions and work show that children understand intended learning and increasingly use scaffolds independently. Monitoring demonstrates consistently effective Five-a-Day practice, communication-friendly teaching and well-deployed additional adults. Where pupils encounter barriers, teachers identify them promptly, adapt provision and evaluate its effect on learning and engagement.
Pupils' emerging needs are identified promptly, understood accurately and addressed through a consistent graduated response.	Assessment, observation, pupil and family voice, and appropriate wellbeing information are brought together to understand needs. Pupil passports accurately record strengths, barriers, successful strategies and the views of pupils and parents. Assess–Plan–Do–Review cycles specify a baseline, intended pupil outcomes, provision and review point, and demonstrate responsive adaptations. Reviews show progress towards individual learning, communication, regulation or independence outcomes.

Pupils experience belonging, positive wellbeing and meaningful participation in school life.	Pupil and family voice show that children with additional needs feel safe, valued, included and listened to. Pupils receiving regulation or relationship support show positive change against individual baselines in engagement, self-regulation and positive interactions. Attendance improves where it is an identified barrier, measured against each pupil's starting point. Participation in enrichment and wider school life increases where access barriers have been identified.
Targeted provision and specialist support improve pupils' access to, independence in and participation in mainstream learning.	Intervention records show progress against assessed starting points and agreed communication, learning, regulation or independence outcomes. Specialist recommendations are implemented and evaluated in everyday classroom practice. Pupils receiving additional support increasingly apply strategies independently and access and sustain classroom learning alongside peers. Provision is amended or reduced appropriately as needs and outcomes change.

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
- Department for Education: Developing an inclusion strategy using the inclusive mainstream fund (updated 7 August 2026).
- Department for Education: Inclusive mainstream fund for schools – conditions of grant 2026 to 2027 (updated 1 July 2026).