

Inclusion Strategy – Darrington 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 - 2029
Date this statement was published	1 st September 2026
Date on which it will be reviewed	1 st September 2027
Statement authorised by	Sophie Morgan

Statement of intent

Our ultimate objective for whole-school inclusion is to ensure that every pupil feels valued, supported, and able to achieve their full potential, regardless of their background, ability, or additional needs. We are committed to creating a culture where inclusion is embedded in every aspect of school life and where pupils with Special Educational Needs and Disabilities (SEND) can access high-quality education alongside their peers. Our vision is that all children experience a sense of belonging, make strong academic and personal progress, and develop the confidence, skills, and resilience needed for future success.

Our inclusion strategy is designed to achieve these objectives through a graduated and proactive approach to identifying and meeting need. High-quality, adaptive teaching remains the foundation of provision for all pupils, supported by targeted interventions and specialist support where required. Staff are provided with ongoing professional development to strengthen their understanding of inclusive practice, SEND, and effective strategies for supporting diverse learners. Regular assessment, monitoring, and review ensure that provision remains responsive to changing needs and that barriers to learning are identified and removed as early as possible.

The strategy reflects and promotes the seven principles of inclusion. Firstly, it ensures that all pupils are welcomed and valued members of the school community. Secondly,

it promotes participation and engagement by enabling pupils to access learning, extracurricular activities, and wider school experiences. Thirdly, it recognises and celebrates diversity, fostering respect and understanding across the school. Fourthly, it focuses on identifying and removing barriers to learning through adaptive teaching, reasonable adjustments, and personalised support. Fifthly, it encourages collaboration between staff, pupils, families, and external agencies to achieve the best outcomes. Sixthly, it supports high aspirations for every learner, ensuring that SEND is never viewed as a limitation to achievement. Finally, it promotes continuous reflection and improvement, using evidence, pupil voice, and stakeholder feedback to strengthen inclusive practice over time.

Partnership working is central to the success of our inclusion strategy. Families are recognised as key partners in understanding and supporting their children's needs. We have actively engaged parents and carers through consultations, surveys, review meetings, workshops, and informal discussions to ensure their views and experiences inform strategic planning. Their insights have helped shape priorities, strengthen communication systems, and develop support that reflects the needs of individual pupils and the wider community.

In addition to working with families, we have collaborated with the broader school community, including governors, staff, specialist services, local agencies, and community organisations. These partnerships provide valuable expertise, challenge, and support, helping us to develop a shared vision for inclusion and maintain a coordinated approach to meeting pupils' needs. Pupil voice has also played an important role, ensuring that children and young people contribute to decisions that affect their learning and wellbeing.

Through this strategy, we aim to build an inclusive school culture where everyone feels respected, supported, and empowered to succeed. By maintaining high expectations, fostering meaningful partnerships, and continually reviewing our practice, we seek to ensure that every pupil has equitable opportunities to thrive academically, socially, and emotionally.

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	An increased proportion of pupils have entered the school in recent years with significant and different needs requiring bespoke support and curriculum which is challenging in a small school setting.
2	A number of children have SEMH issues which provide barriers to learning
3	Some children find it difficult to demonstrate resilience and perseverance in their learning which leads to children struggling to know more and remember more
4	Some pupils enter school with limited language acquisition and phonic awareness. This leads to a gap in reading and phonic outcomes in EYFS, KS1 and KS2

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 <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Training and supervision for ELSA practitioner	Targeted	£600
6 hours per week to fund ELSA practitioner work	Targeted	£3500

Training for a speech and language practitioner in school.	Targeted	£2000
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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 identified for ELSA support attend regularly and thrive in school reaching academic milestones.	Attendance data is above expected Fewer incidents recorded on CPOMs and Arbor Tracking data shows children are meeting milestones
Pupils identified for speech and language support receive this in line with their programmes.	Children make progress on the programme ELG CLL is achieved by identified children PSC is achieved by identified children

Review of the previous academic year

To be completed 1st September 2027