Inclusion Strategy

Hurworth 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 that our current Inclusion Strategy covers	2026/2027
Date this statement was published	Autumn 2026
Date on which it will be reviewed	Autumn 2027
Statement authorised by	LGB Autumn 2026
Allocated IMF Grant	£8800

Statement of intent

At the heart of our school is a commitment to ensuring that every child is seen, valued, included and enabled to thrive. We believe that inclusion is not an additional initiative but a fundamental part of high-quality education. Our ambition is that all pupils, including those with Special Educational Needs and Disabilities (SEND) and additional needs, access an ambitious curriculum, participate fully in school life and are prepared for a fulfilling and meaningful future. This vision is underpinned by the ***Lingfield Education Trust SEND Strategy*** *and the principles of the* ***Lingfield Teaching Compass****, which place inclusion at the centre of teaching, learning and school improvement.*

Our inclusion strategy is built upon the principle of being ***"inclusive by design"****. We start with the needs of the most vulnerable learners, recognising that effective provision for these pupils benefits all children. High-quality adaptive teaching is our primary means of support, ensuring that barriers to learning are identified and addressed within everyday classroom practice. Through the Lingfield Teaching Compass, staff are supported to deliver teaching that is structured, evidence-informed and responsive to pupils' needs through strong classroom culture, effective curriculum planning, precise instruction, responsive feedback and adaptive teaching strategies.*

Our strategy directly addresses the ***seven principles of inclusion****. Through ambitious leadership and governance, inclusion remains a strategic priority, with regular oversight of SEND provision, outcomes and school improvement. Evidence-based support and early intervention ensure that needs are identified promptly and that appropriate provision is implemented as early as possible. High-quality adaptive teaching is beginning to enable all pupils to access an ambitious curriculum, while targeted interventions provide additional support where required.*

*We are committed to providing **enriching opportunities beyond the classroom** and actively monitor participation in a growing number of clubs, educational visits, residentials and wider curriculum activities to ensure that pupils with SEND can access the full life of the school. We foster a safe, respectful and inclusive culture where children experience a strong sense of belonging, attend regularly and engage positively in learning. A renewed focus on consistent routines, positive relationships and high expectations support this culture.*

*Strong partnerships are fundamental to our approach. We recognise **parents and carers as key partners** in understanding and meeting children's needs. Our inclusion strategy has been shaped by ongoing engagement with families, pupils, governors and wider stakeholders through consultation, questionnaires, reviews and focus groups. We also work closely with external agencies and services to ensure coordinated support for children and their families.*

*Finally, we are committed to **creating inclusive environments** and continually improving accessibility. Through accessibility planning, SEND culture reviews, quality assurance processes and ongoing evaluation, we seek to remove barriers to participation and learning for all pupils. Our ultimate aim is to ensure that every child feels they belong, achieves their potential and leaves our school equipped for future success.*

Our Inclusion Strategy is delivered through the combined use of our delegated school budget, notional SEND funding and the Inclusive Mainstream Fund. Notional SEND funding supports the delivery of our graduated approach, specialist provision and targeted SEND support. The Inclusive Mainstream Fund enables us to further develop inclusive universal provision, strengthen adaptive teaching, improve early intervention, enhance staff expertise and remove barriers to participation for all pupils. Together, these funding streams support our ambition to be inclusive by design and ensure that every child can 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. The barriers identified within this strategy have been informed by lesson observation, attainment information, behaviour and attendance analysis, SEND reviews, discussions with staff and external professionals, and engagement with pupils and families.

Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*	
1	Limitations and inconsistency in teacher knowledge and application of **high quality adaptive teaching practices**
2	The growing prevalence and increasing complexity of those with **SEMH needs**, leading to required development of a safe and respectful culture for all
3	Classroom learning environments which do not universally meet the needs of all children with all needs.

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 *(noting evidence and barrier numbers addressed)*	**Activity type** *(whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Trust-wide pooled activity The following Trust-wide activities have been funded through the pooling of resources, in line with DfE IMF guidance, Trust financial governance arrangements and inclusion expert panel recommendations.		
SEMH Outreach Advisor The pooled IMF funding has facilitated the creation of a 0.4FTE position to support schools in both creating and strengthening strong in-school inclusive cultures, but also to support the development of bespoke packages of support for individual children. *The EEF Improving Behaviour in Schools guidance highlights that improving outcomes for pupils with SEMH needs requires a whole-school approach that combines strong relationships, consistent routines, effective behaviour systems and targeted support for individual pupils. Leadership capacity and specialist expertise are important factors in successful implementation.* *The EEF Special Educational Needs in Mainstream Schools guidance recommends ensuring that schools can access specialist expertise to support staff in identifying needs, adapting provision and implementing evidence-informed approaches before difficulties escalate. Early intervention and graduated support are particularly important for pupils with emerging SEMH needs.*	Universal and Targeted Activity **Barrier Addressed: 2**	Our contribution to the Trust IMF Pool is: £2238.55
School-level activity		
Teaching Compass Train-the-Trainer Programme	Universal Activity	10 days cover each year, to enable staff to attend the training

Termly Trust-wide implementation events for Headteachers, SENDCOs and Teaching Compass Ambassadors focused on adaptive teaching, inclusive classroom culture, language-rich environments, explicit instruction and scaffolding. Participants develop school implementation plans and resources for local delivery. Ambassadors and senior leaders cascade training through INSET, staff meetings and professional learning communities to improve classroom practice for all learners. *EEF Effective Professional Development Guidance Report; DfE guidance identifies workforce development as a key mechanism for strengthening inclusive universal provision.*	**Barriers Addressed:** 1,2,3	and develop local implementation plans for implementation: £2,526
Teaching Compass Quality Assurance Cycle, including Coaching and Professional Growth Pathways Teachers engage in coaching, deliberate practice and professional growth reviews linked to identified Teaching Compass priorities. Termly learning walks, environment audits, pupil voice activities, book scrutiny and implementation reviews to evaluate impact and identify next steps. *EEF Effective Professional Development Guidance identifies coaching as a high-impact approach for embedding changes to practice. DfE guidance states that implementation should be monitored, evaluated and refined over time rather than treated as a one-off event*	Universal Activity **Barriers Addressed:** 1,2,3	10 days cover each year, to enable staff to meet with coaches, monitor lessons and reflect on practice: £2526
Classroom Culture and Belonging Programme, linked to Pillar A Implementation of consistent routines, positive behaviour approaches and classroom culture systems through Teaching Compass Pillar A. *EEF Improving Behaviour in Schools Guidance supports the use of consistent routines and predictable environments.*	Universal Activity **Barriers Addressed:** 2	Costs linked the above activities
'Beacon School Support' Programme An online platform to support the implantation of Pillar A expectations, which also provides support	Universal and Targeted Activity	Annual subscription of £720

for parents and staff when addressing individual SEMH needs of children. Parent workshops and guidance linked to behaviour and SEMH. *EEF Improving Behaviour in Schools Guidance supports the upskilling of all staff to manage behaviours consistently, as well as working in partnership with parents*	**Barriers Addressed:** 2	
Behaviour, SEMH and Inclusion Leadership Conference Attend a Trust-wide Behaviour, SEMH and Inclusion Conference in partnership with Keith Bates Behaviour Consultancy for Headteachers, and behaviour leads, focussing on developing leaders' understanding of behaviour as communication, promoting inclusive behaviour systems, strengthening responses to SEMH needs, supporting staff wellbeing and building cultures of belonging. We will develop local action plans which are monitored through Trust quality assurance processes and linked to wider Teaching Compass implementation. *EEF Improving Behaviour in Schools Guidance supports the upskilling of all staff to manage behaviours consistently, as well as working in partnership with parents*	Universal and Targeted Activity **Barriers Addressed:** 2	Conference Cost: £100 Cover to work with individual staff in order to implement the plans: £689.45

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
A more effective range of adaptive teaching strategies is consistently embedded across all classrooms	• Teaching Compass learning walks demonstrate at least 90% compliance with agreed adaptive teaching expectations by July 2027. • 100% of teachers engage in Teaching Compass professional development and coaching cycles. • Monitoring evidence demonstrates improved use of scaffolding, questioning, deployment of adults and responsive teaching strategies. • SEND and disadvantaged pupils report improved access to learning through pupil voice activities
The proportion of children reaching ambitious targets and	• Progress measures for SEND pupils improve from 2025/26 outcomes in reading, writing and maths, with at least 70% of pupils meeting or exceeding expected progress.

making strong progress improves from 2025/26 outcomes	• At least 70% of pupils with SEND meet or exceed the individual targets agreed through the graduated approach • Internal data demonstrates narrowing attainment gaps between SEND and non-SEND pupils where appropriate. • All pupils, including those assessed through alternative assessment systems such as PIVATS, demonstrate appropriate progress from their starting points
The number of recorded behaviour incidents reduces	• Recorded behaviour incidents at Time Out C level reduce by 10% compared with 2025/26 levels. • Classroom monitoring demonstrates consistent implementation of routines and behaviour expectations across the school. • Pupil voice indicates improved feelings of safety, belonging and engagement
Suspension rates fall through improved inclusive practice and earlier intervention	• Suspension rates reduce by 10% compared to 2025/26 figures. • Repeat suspensions reduce across identified vulnerable groups. • Individual behaviour support plans are implemented and monitored for all pupils requiring targeted SEMH support. • School leaders evidence the consistent application of behaviour systems and graduated SEMH support
Attendance improves as barriers to learning and access reduce	• Whole-school attendance increases from 95.8% to 96.3%. • Attendance for pupils with SEND increases from 93.6% to 94.1%. • Persistent absence among pupils with SEND reduces from 25.8% to 20%. • Attendance monitoring demonstrates earlier intervention and more effective support for pupils experiencing barriers to attendance
Pupils with SEND experience a stronger sense of belonging and participation within school life	• Pupil voice surveys show improved perceptions of belonging and inclusion. • Participation rates for pupils with SEND in at least one extra-curricular activity increase from 69% to 79%. • At least 90% of parents responding to surveys indicate confidence in the school's inclusive provision. • SEND pupil attendance and engagement indicators improve from baseline measures

Review of the previous academic year

N/A for this initial strategy

Further information

Our school Inclusion Strategy is an integral part of our overall 'Trust SEND Strategy', which is a strategic overview of our shared commitment and approach to children with additional needs across Lingfield Trust. The handbook contains the detail accompanying each individual component of the strategy.

Below is an 'at a glance overview' of the Trust SEND Strategy, and its underlying components.



