Inclusion Strategy

This statement details Highweek's approach to inclusive practice for all children, including pupils with SEND, funded through the school's core budget (including the notional SEN budget) and the Inclusive Mainstream Fund (IMF).

OUR VISION: At Highweek, we empower every student to achieve their highest potential through a commitment to equity, excellence in education and character development. We uphold the highest academic standards and employ research-led teaching strategies to ensure excellence in the classroom. By fostering a nurturing and inclusive environment, we provide opportunities for all students to excel both academically and socially. We collaborate with families and the community to cultivate lifelong learners and compassionate, responsible citizens that celebrate individuality, embrace diversity.
We uphold the values of **respect, resilience** and **responsibility.**

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026–2027
Date this statement was published	16 October 2026
Date on which it will be reviewed	By 31 August 2027
Statement authorised by	Claire Redwood, Headteacher

Statement of intent

At Highweek, inclusion is who we are. We want every child to feel safe, valued and able to participate fully in school life, achieving their academic and social potential. Our vision is to empower every pupil through equity, excellence in education and character development. We uphold high expectations and use research-informed teaching in a nurturing environment where individuality is celebrated and diversity embraced.

We aim to identify needs early and respond through high-quality classroom teaching, carefully planned support and targeted interventions where these are needed. Identification draws on information from previous settings, transition meetings, observations, parental and staff concerns, regular assessment and appropriate screening, using systems such as NELI, Talk Boost, phonics, Little Link and Language Link. Support is regularly reviewed with children and families, and specialist advice is sought when appropriate.

Our inclusive approach means pupils with SEND are part of their mainstream classes and should be able to access assemblies, performances, visits, residentials and enrichment opportunities, with individual arrangements discussed with families and risk assessments

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completed where required. Teaching may be adapted through differentiated resources and teaching approaches, flexible grouping, additional adult support and access arrangements. Nurture approaches, trained staff, family support and links with external agencies help address social, emotional, communication and learning needs.

We work in partnership with parents and carers to discuss concerns and agree next steps. Our SENDCo, teachers, teaching assistants, Family Liaison Officer, together with relevant outside professionals, contribute to a joined-up approach. Our values: Respect, Responsibility and Resilience, guide how we build belonging, independence and positive relationships

Barriers to learning and participation

	Detail of barrier to learning ***(including notable trends or themes over time, such as a growing prevalence or increasing complexity)***
1	Communication and language needs, including speech and language development and social communication.
2	Social, emotional and mental health needs, anxiety and difficulties with regulation or relationships.
3	Sensory, physical and motor needs, including fine and gross motor development, which may require adapted resources, additional adult support or advice from specialist services.
4	Complex or changing needs, including pupils with EHCPs and children whose needs require coordinated support from school, families and external agencies
5	Increasing complexity of need from children joining the school.
6	We have a high number of disadvantaged pupils who may experience barriers to learning due to financial hardship, limited access to educational resources and enrichment opportunities, and challenges within their home or social circumstances. These barriers can affect attendance, emotional well-being, language development, confidence and readiness to learn. As a result, some pupils may start school with gaps in knowledge and skills and require additional support to access the curriculum, achieve well and reach their full potential
7	Gaps in foundational knowledge in maths and literacy.

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Activity in this academic year

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)***
Continue to develop consistent high-quality adaptive, inclusive classroom teaching, including: explicit instruction, cognitive and meta cognitive strategies, scaffolding, flexible grouping and appropriate access arrangements, using technology (EEF 5 a day). Development of oracy approached across the school. Addresses barriers 1–6. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send	Universal	£5000
Continue early identification through: transition information, observations, parental concerns, formative assessment, Reception Language Link, NELI, Talk Boost, phonics, Little Link. Review impact and next steps with families. Addresses barriers 1–6.	Universal and targeted	£1500
Foundational knowledge trackers created and implemented across the school: The use of a whole-school foundational knowledge tracker enables teachers to identify gaps in essential knowledge and skills that pupils are expected to secure by the end of Year 1. By establishing a consistent set of foundational expectations across the school, teachers can identify pupils who may have missed or not fully	Universal (F-year 1) Targeted thereafter	

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secured key learning, regardless of their current year group. This approach recognises that gaps in basic knowledge can create barriers to future learning if they remain unidentified. The tracker enables teachers to pinpoint specific areas of need and provide timely, targeted teaching and opportunities for practice and retrieval. It also supports a consistent approach across year groups, ensuring that essential knowledge is revisited and secured rather than assumed. The tracker is particularly valuable in promoting equity and inclusion, as it helps ensure that pupils who need additional support to secure foundational knowledge are identified and supported promptly, informing target setting on individual support plans where necessary.. By addressing gaps in the building blocks of learning, the school can strengthen pupils' confidence, independence and readiness to access the wider curriculum. The tracker is intended to inform teaching and intervention rather than simply record attainment. Its impact will be demonstrated through pupils securing previously insecure knowledge and becoming increasingly able to access new learning successfully. Addresses barrier 7		
Plan and review time-limited interventions and adapted resources, including teaching assistant support for individuals or small groups, early morning interventions and after school tuition, where assessment indicates need. Addresses barriers 1-6	Targeted	£30,000
Maintain nurture and social-emotional support, including Zones of Regulation weeks, use of trained staff, quiet lunch options where appropriate, social/communication and other targeted interventions and the development of regulation stations. Continue to work closely with the Mental Health Support Team.	Universal and targeted	£10,000

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Addresses barrier 2,4.5,6		
Strengthen partnership with families and outside agencies through the SENDCo, Family Liaison Officer/Early Help Co-ordinator, referrals and coordinated reviews; plan access to trips, performances, clubs and wider school life. Addresses barriers 3–6.	Universal and targeted	£50,000

Intended outcomes:

Intended outcome	Success criteria
1. High-quality adaptive and inclusive classroom teaching Intended outcome: All pupils, including those with SEND and additional barriers to learning, will access consistently high-quality, inclusive teaching that meets their individual needs. Pupils will develop their communication, oracy, independence and learning skills through effective teaching approaches.	-All teachers consistently use adaptive teaching strategies, including explicit instruction, scaffolding, flexible grouping and appropriate access arrangements. -The EEF's Five-a-Day principles are increasingly evident in classroom practice. -All pupils are provided with opportunities to develop oracy, vocabulary, listening and communication skills across the curriculum. -Learning walks, lesson observations and book looks demonstrate improved consistency in inclusive classroom practice. -Pupil progress meetings demonstrate that pupils with SEND are making appropriate progress from their individual starting points. -Pupil voice indicates that pupils feel supported, included and able to access learning.
2. Early identification and assessment of need Intended outcome: Children's additional needs will be identified at the earliest opportunity through effective transition, observation, assessment and partnership with families. Appropriate support will be implemented promptly to reduce barriers to learning and development.	-Transition information, parental concerns, classroom observations and formative assessments are used effectively to identify emerging needs. -Relevant children are assessed using appropriate tools and interventions, including Language Link, NELI, Talk Boost, phonics and Little Link. -Identified needs are recorded, shared with relevant staff and used to inform appropriate support.

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	-Parents and carers are involved in discussions about their child's progress, needs and next steps at least termly. -Interventions are introduced promptly following identification of need. -Progress reviews demonstrate that early support is having a positive impact on children's communication, language, learning and development.
3. Targeted interventions and additional support Pupils experiencing barriers to learning will receive timely, targeted and evidence-informed support that enables them to make accelerated progress, develop independence and successfully access the wider curriculum.	- All targeted interventions have clearly identified starting points, intended outcomes and measurable success criteria. -Intervention programmes are regularly reviewed to evaluate their impact on pupil progress. -Teaching assistant support, small-group teaching, early morning interventions and after-school tuition are allocated according to assessed need. -Assessment evidence demonstrates that pupils are making measurable progress towards their individual learning targets. -Pupils who have received additional support demonstrate improved confidence, engagement and independence. -Provision is adapted, continued or withdrawn according to evidence of impact and changing needs.
4. Nurture, emotional wellbeing and social development Pupils who experience social, emotional and mental health barriers will develop improved emotional regulation, resilience, positive relationships and confidence, enabling them to engage more successfully in school life and learning.	-Pupils have access to appropriate nurture and emotional wellbeing provision, including Zones of Regulation, regulation stations and trained staff support. -Targeted pupils develop an increased understanding of their emotions and strategies to regulate their behaviour. -Pupils demonstrate improved ability to manage transitions, routines and challenging situations.

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	-Where appropriate, pupils access quiet lunch provision and other supportive arrangements. -Behaviour, attendance, engagement and pastoral records demonstrate improvements for targeted pupils. -The school continues to work effectively with the Mental Health Support Team and other relevant professionals. -Pupil and parent voice demonstrates improved confidence, wellbeing and sense of belonging.
5. Partnership with families and external agencies Intended outcome: Strong partnerships between school, families and external agencies will ensure that pupils with SEND receive coordinated, timely and appropriate support. All pupils will be enabled to participate meaningfully in the full range of school experiences and opportunities.	-The SENDCo and Family Liaison Officer/Early Help Co-ordinator maintain effective communication with families. -Parents and carers are actively involved in reviews, decision-making and planning next steps for their children. -Referrals to external agencies are made promptly when additional expertise or support is required. -Recommendations from external professionals are incorporated into classroom practice and individual support plans. -Coordinated reviews demonstrate effective communication and joined-up working between school, families and external agencies. -Appropriate adjustments are made to enable pupils with SEND to access educational visits, performances, clubs and wider school activities. -Pupil and parent feedback indicates that children feel included, supported and able to participate fully in school life.
6. Foundational knowledge tracking A consistent whole-school foundational knowledge tracker is developed and implemented to identify, monitor and address gaps in the essential knowledge and skills pupils are expected to secure by the end of Year 1.	-Whole-school consistency: A shared foundational knowledge tracker is developed, agreed and implemented across all year groups, with clear expectations of the essential knowledge and skills pupils should secure by the end of Year 1.

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Teachers use the tracker effectively to identify pupils who have not yet secured key foundational learning, regardless of their current year group, and to plan timely, targeted teaching, intervention and opportunities for retrieval and practice. This ensures that gaps are addressed systematically and that pupils receive the support they need to build confidence, independence and readiness for future learning. The tracker supports a consistent, inclusive approach to assessment and provision across the school, informing individual support plans and target setting where appropriate. Ultimately, pupils secure the essential building blocks of learning and are better equipped to access the wider curriculum. A consistent whole-school foundational knowledge tracker is developed and implemented to identify, monitor and address gaps in the essential knowledge and skills pupils are expected to secure by the end of Year 1. Teachers use the tracker effectively to identify pupils who have not yet secured key foundational learning, regardless of their current year group, and to plan timely, targeted teaching, intervention and opportunities for retrieval and practice. This ensures that gaps are addressed systematically and that pupils receive the support they need to build confidence, independence and readiness for future learning. The tracker supports a consistent, inclusive approach to assessment and provision across the school, informing individual support plans and target setting where appropriate. Ultimately, pupils secure the essential building blocks of learning and are better equipped to access the wider curriculum.	- Identification of gaps: Teachers regularly use the tracker to identify specific gaps in pupils' foundational knowledge, including gaps that may have been carried forward from previous year groups. -Responsive teaching: Assessment information from the tracker informs classroom teaching, planning and targeted interventions, ensuring that identified gaps are addressed through appropriate teaching and additional practice. -Improved pupil outcomes: Pupils demonstrate measurable progress in securing previously insecure foundational knowledge and skills, evidenced through updated tracker information and ongoing assessment. -Equity and inclusion: Pupils who require additional support are identified promptly, with tracker information informing individual support plans, personalised targets and appropriate provision where necessary. -Consistent monitoring: Leaders and teachers regularly review tracker information to evaluate progress, identify whole-school patterns and adapt provision to address common areas of weakness. -Improved readiness for learning: Pupils demonstrate increased confidence, independence and ability to apply secured foundational knowledge when accessing new learning and the wider curriculum. Overall measure of success: The tracker becomes an integral part of the school's assessment and teaching cycle, demonstrating that gaps in foundational knowledge are identified early, addressed effectively and increasingly secured by pupils across the school.

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Further information

The school's Special Educational Needs and Disabilities Coordinator (SENDCo) is Mrs Dawn Matthews.

Parents and carers who have any questions, concerns or would like to discuss their child's special educational needs and/or disabilities are encouraged to contact the school office on **01626 216300** or via email at **admin@highweekprimary.co.uk**.

Further information about the school's provision for pupils with special educational needs and disabilities, as well as support available for families, can be found on our school website:

- SEND Information
- Parental and Family Support

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