Inclusion Strategy Statement – Aycliffe Drive Primary

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	1st September 2026
Date on which it will be reviewed	1st September 2027
Statement authorised by	Katie Atkinson
Estimated total budget	£17,407

Statement of intent

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).

Aycliffe Drive Primary School exists to ensure every pupil thrives academically, socially and emotionally within a caring, nurturing environment. Our ultimate objective is that all pupils — including the 13.4% with SEND, the 24.3% eligible for pupil premium and the 36.9% we identify as vulnerable, increase of pupils with EAL 38.7% — receive high-quality teaching and timely evidence-based support so that attainment gaps close; attendance and participation rise; wellbeing and independence improve and they develop a sense of belonging. This inclusion strategy focuses on strengthening our universal offer while providing targeted help where the universal offer alone is insufficient.

We will achieve these objectives by concentrating on a small number of high-impact activities (see Section 3) that: strengthen early speech, language and communication in Nursery and Reception; develop consistently high-quality adaptive classroom practice; improve attendance and belonging for all pupils including disadvantaged and SEND pupils; create accessible regulation/sensory spaces and emotionally informed

practice; and deepen family partnerships and transitions into school. These activities are chosen to reflect our school vision (high aspirations, mastery of reading, strong wellbeing) and our improvement priorities (curriculum implementation, foundations in learning, outcomes for vulnerable children, enrichment and attendance).

Each chosen activity maps directly to the Department for Education's 7 principles of inclusion and is supported by evidence from the Education Endowment Foundation (EEF) and DfE guidance (see activity links). We have prioritised workload-light approaches that embed inclusive practice in everyday teaching (a stronger universal offer) and reserved targeted provision only for pupils whose needs cannot be met by the universal offer.

This strategy has been developed with staff (senior, phase and SEND leads), governors and parents/carers through meetings and surveys and was informed by pupil voice and our recent self-review of attendance, SEND need and provision. We will publish progress and adjustments annually and use short review cycles (assess → plan → do → review) to ensure actions are effective and responsive to pupils' evolving needs, following guidance from Herts document Ordinarily Available Provision. Our commitment is that inclusion is the responsibility of whole-school leadership, every teacher and every member of staff.

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Barriers to learning and participation

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	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	***Speech, Language & Communication:*** *Low starting points in Nursery and Reception with a high prevalence of delayed speech, language and communication needs (SLCN). Many pupils arrive with limited vocabulary and oral language confidence which affects phonics, early reading and participation across mixed-age classes; in recent intakes this has been a persistent trend requiring targeted early years and Reception support.*
2	***Attendance:*** *Socio-economic disadvantage linked to disproportionate learning gaps and lower attendance among pupils with SEND and those eligible for free school meals (FSM) see IDSR data & internal attendance tracking grid. This combination increases risk of persistent absence, weaker attainment and lower engagement with enrichment activities, and is a continuing trend that the school must reduce.*
3	***SEMH & Neurodivergence:*** *Increasing sensory and emotional need across the cohort, with rising demand for self-regulation spaces and SEMH interventions. Pupils presenting with sensory sensitivities, anxiety or dysregulated behaviour require both classroom adaptations and access to safe regulation spaces and timely targeted support. The school has a higher-than-average percentage of diagnosed neurodivergent pupils.*
4	***Foundational Learning:*** *EYFS end of year data and internal tracking data shows an increasing number of students with a delay in writing skills (cognition and learning needs) and a need to develop fine motor skills for automaticity in letter formation and fluent handwriting, plus phonics to segment and spelling pattern applications.*

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)*
1. Early language programme across Nursery & Reception: implemented WELCOMM into Nursery and Reception where required; NELI implemented into Reception to target early communication delivered by ELKLAN trained HLTA. All nursery pupils receive WELCOMM assessment on entry. 2. Key Stage 1 language groups introduced in Summer 2025 with input and staff training from SALT, additional groups to run from September 2026. 3. Oracy Staff CPD to be delivered by Kayleigh Valentini January 2027 4. Using the spoken language audit, leaders to work with teachers to enhance provision in classrooms 5. Upgrade WIDGIT subscription to include more users and enable supportive language within classroom settings, thus having a language-friendly classroom 6. Purchase of the Core Word programme £60 Evidence: Resource library for educators (Speech and Language UK) and EEF SEND guidance on prioritising early, evidence-informed language support. Principle: evidence-based support prioritising early intervention. Spoken Language Audit Barriers addressed: 1, 2, 4	Universal (strengthen universal EY offer) with targeted small-group NELI sessions for identified pupils	£2, 100 – NELI provision £400 (approx.) - Oracy inset £2,050 - WELCOMM provision £310 – WIDGIT subscription Total: 4,920 (IMF and Pupil Premium funding)
7. Whole-school adaptive teaching and LSA deployment CPD: focused professional	Universal	£118 Big Inset - Securing Foundational Learning

development for all teachers and LSAs on scaffolding, explicit instruction, flexible grouping and making high-quality teaching inclusive across all classes. 8. LSA and HLTA deployment and coaching cycle provided by lead HLTA AS SENCO Assistant. Evidence: Special Educational Needs in Mainstream Schools (EEF guidance report). Hertfordshire Ordinarily Available Provision Principle: high-quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 1, 2, 4		£725 – English Adviser 1. CPD provided for teachers and HLTAs focusing on securing spelling patterns by HfL English adviser 2. HFL English adviser coached teachers in UKS2 to secure foundational learning in Writing £725 Maths adviser working with (planning and team-teaching) ECTs and teacher in third year to secure adaptive approaches in fluency and reasoning. HLTA coaching = 3 days per term £1,095 *Each of the above needs class cover at £244.68 per day Total: £3,641.72 (IMF, Pupil Premium funding and core budget)
Identifying and closing gaps in foundational knowledge – students who struggle with literacy are identified earlier and supported through first-quality teaching and specific interventions with HLTAs. Releasing teachers to complete peer coaching and/or work with a senior leader/HfL adviser. Teachers out of class for 2 days per half term. £2936.16 SEND reviews and coaching with SENCO/AHT – identifying gaps in learning and strategies to secure foundational skills. Teachers out of class for 0.5 day per term. £4,404.24 Online CPD platform – National college £1,656.67 (Barrier 4)	Universal & Targeted	£13, 997.07 (IMF, SEND notional budget and core budget)
1. ‘NESSIE My Feelings and Me’ EBSNA programme focusing on attendance and belonging for vulnerable pupils. 2. Attendance trackers created by admin team informed by the DfE Attendance Toolkit (family liaison processes, early identification of	Universal with targeted casework for persistent/ complex cases	£15,762.50 ELSA role £11,753.91 Attendance Admin Officer £350 ESLA supervision

emerging absence, parent contracts, and monitoring for pupils with SEND/FSM). 3. Full-time ELSA specialist to engage with identified pupils 4. Mental health leader to coordinate approach with community services. Evidence: Attendance toolkit for schools (DfE) and Inclusive mainstream fund: best practice for schools (DfE). Hertfordshire Ordinarily Available Provision Principle: a safe and respectful culture fostering belonging, attendance, and participation in learning. Barriers addressed: 2, 3		(IMF, Pupil Premium funding and core budget)
5. Sensory/regulation environment and targeted interventions through the use of sensory circuits, Active 60 approaches, continuous provision timetabled supervised, curriculum-linked slots. 6. Calm regulation spaces created across EYFS and KS1 at classroom levels and a central small regulation room. Pupils in KS2 to utilise areas 7. Purchase further sensory resources to allow all classrooms to access necessary equipment £1,200 8. Level 2 Autism Training delivered by SENDSAS for all staff members - £2,250 9. Therapeutic Thinking Refresher internal training all staff - £1,125 10. Therapeutic Thinking Refresher leaders £86 X 3 = £258 11. TAC meetings for pupils with complex regulation needs to create therapeutic plan/risk management. Teacher and LSA release cover £734.04 12. Purchase of the Sensory Classroom Curriculum £150 Evidence: Targeted support (Mentally Healthy Schools) and Special Educational Needs in Mainstream Schools (EEF guidance report). Hertfordshire Ordinarily Available Provision Principle: a safe and respectful culture fostering belonging, attendance, and participation in learning. Barriers addressed: 3	Universal (accessible spaces for all pupils) plus targeted SEMH interventions for identified pupils	£5717.04 (IMF, SEND notional budget and core budget)

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
1. Improved early communication and vocabulary for children in Nursery and Reception.	More children meet age-related communication milestones and Reception pupils show increased readiness for phonics: measured termly via our EY baseline and ongoing communication checks, SALT screening data where used, and NELI-style programme records. Progress reviews will show narrowing of cohort variance in early language. Evidence: Resource library for educators (Speech and Language UK) and Special Educational Needs in Mainstream Schools (EEF guidance report).
2. Stronger universal teaching practice across all classes, increasing access to the curriculum for pupils with SEND.	Demonstrable adoption of adaptive teaching strategies in lesson plans and monitoring (scaffolding, explicit instruction, flexible grouping) focusing on securing foundational learning (knowledge and skills). Measured by termly learning walks, teacher CPD completion records and improvements in in-class progress for pupils with SEND (assessed in phase trackers). Evidence: Special Educational Needs in Mainstream Schools (EEF guidance report).
3. Reduced attendance gap and improved engagement for pupils who are disadvantaged or have SEND	Attendance data shows reduction in the gap between pupils with SEND / eligible for FSM and whole-school attendance; persistent absence reduced for those groups; termly monitoring of punctuality and participation in enrichment. Interventions recorded and reviewed. Evidence: Attendance toolkit for schools (DfE) and Inclusive mainstream fund: best practice for schools (DfE).
4. Improved self-regulation and emotional wellbeing across Key Stage 1 and KS2.	Increased use of regulation spaces as measured by booking/log data, reduced incidents requiring escalation, improved behaviour logs and wellbeing checks, and improved engagement in class; targeted SEMH pupils show measurable improvements on wellbeing/behaviour outcome trackers. Evidence: Targeted support (Mentally Healthy Schools) and Special Educational Needs in Mainstream Schools (EEF guidance report).
5. Strengthened family partnerships leading to better home–school continuity for learning and transitions.	Attendance at parent workshops and SEND review meetings increases; parent feedback and pupil transition surveys show improved confidence in school–home strategies; sharper joint plans for learning and wellbeing recorded in pupils' learning plans. Evidence: Special Educational Needs in Mainstream Schools (EEF guidance report).