



Inclusion Strategy – Caythorpe Primary School

This statement details Caythorpe Primary School's approach to delivering inclusive practice for all children, including those with SEND, through our core school budget and Inclusive Mainstream Fund (IMF).

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-27
Date this statement was published	01 October 2026
Date on which it will be reviewed	01 October 2027
Total Budget	£6,765
Statement authorised by	Helen Hunt

Statement of intent

Our aim is that every child at Caythorpe Primary School feels safe, valued, included and able to succeed. Our strategy supports our vision to nurture hearts and inspire minds by removing barriers to learning, strengthening emotional wellbeing, developing independence and ensuring that pupils with additional needs and SEND can participate fully in school life.

We will use pupil voice and our Trust Parliament to ensure children help shape decisions that affect them. We will work closely with families, staff and the wider school community to identify barriers early and provide the right support at the right time.

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
1	Social, emotional and behavioural difficulties can affect emotional regulation, relationships, concentration, readiness to learn and positive engagement with school.
2	Some pupils with SEND experience language and communication difficulties which can affect their ability to express thoughts, feelings, needs and ideas, participate in discussion and demonstrate understanding.
3	Some pupils require additional support to develop reading fluency and confidence, particularly where gaps in phonics knowledge continue into KS2.
4	Some pupils may experience barriers to belonging, participation or confidence in wider school life and require planned opportunities to build friendships, celebrate strengths and engage in enrichment.

Activity in this academic year

Description of activity <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Barrier(s) addressed	Total budgeted cost <i>(spend from IMF and core budget allocations)</i>
ELSA sessions and emotional wellbeing support for identified pupils	targeted	1, 2, 4	£1512
Little Wandle Rapid Catch Up for KS2 pupils with gaps in phonics	targeted	2, 3	£1260
Student voice and Trust Parliament – pupil consultation, representation and leadership opportunities	universal	1, 4	£750
Enrichment and belonging – clubs, activities and opportunities that enable all pupils to participate, develop interests and build relationships	Universal and targeted	1, 4	£1,500
Inclusive classroom resources and targeted support to strengthen access, independence and participation	Universal and targeted	1, 2, 4	£1, 743

Universal Inclusive Practice

High-quality first teaching will remain the foundation of inclusion. Learning will be scaffolded through differentiated instruction, curriculum adaptations, explicit vocabulary teaching, modelling, guided practice and opportunities to revisit important knowledge. Teaching assistants will support access while promoting independence. Staff will use assessment, pupil progress information and observations to identify emerging needs and adjust provision.

Pupil voice will be embedded through class discussion, pupil feedback and the Trust Parliament. Children will be encouraged to influence school improvement, enrichment and wellbeing priorities, helping to strengthen agency and belonging.

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 other additional needs make strong progress from their individual starting points.	Assessment information demonstrates that pupils are making expected or better-than-expected progress. Gaps in reading, writing and mathematics are identified early and targeted support leads to measurable improvement.
Improve reading fluency and comprehension for pupils requiring additional support, including older pupils with identified gaps.	Pupils identified for Little Wandle Rapid Catch Up demonstrate improved phonics knowledge, decoding accuracy and reading fluency. Progress is reviewed regularly and pupils move towards accessing age-appropriate texts with increasing independence.
Strengthen pupils' emotional wellbeing, self-regulation and readiness to learn.	Pupils receiving ELSA or other emotional support demonstrate improved emotional regulation and ability to access learning. Pupil voice, staff observations and pastoral records show increased confidence, resilience and readiness to learn.
Every pupil experiences a strong sense of belonging and has meaningful opportunities to participate in school life.	Participation in enrichment, clubs, leadership and wider school opportunities is monitored, with identified barriers addressed. Pupils report that they feel valued, included and part of the Caythorpe community.
Pupil voice is embedded in decisions about inclusion and school life.	Pupils are regularly consulted about their experiences and can identify changes made in response to their views. Trust Parliament provides a meaningful opportunity for pupils to contribute beyond the classroom and represent the views of their peers.
Pupils become increasingly independent and confident in identifying and communicating the support they need.	Pupils can increasingly identify strategies, adjustments and resources that help them to learn and regulate successfully. Staff observations demonstrate increasing independence and appropriate help-seeking.
Barriers to learning are identified early and addressed through an inclusive, graduated approach.	SEND, attendance, pastoral, behaviour and attainment information is reviewed regularly. Support is matched to need, its impact is evaluated, and provision is adapted promptly where progress or engagement is not improving.

Overall success will be demonstrated by pupils with additional needs making progress, participating fully in school life and developing the confidence, independence and emotional wellbeing they need to thrive. The impact of the strategy will be evaluated through pupil progress information, attendance and engagement data, intervention outcomes, pupil and parent voice, staff observations and participation in enrichment and leadership opportunities.

Monitoring and review

Impact will be monitored through assessment data, intervention records, attendance, engagement, pupil voice, participation in enrichment, observations and pupil progress meetings. The strategy will be reviewed annually, with provision adjusted in response to evidence about pupils' learning, wellbeing, participation and sense of belonging.

Review of the previous academic year (

From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.

To support this, you should use:

- *Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.*