Inclusion Strategy – Dundale Primary School & Nursery

“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).”

Statement of Intent

At Dundale Primary School & Nursery, our vision is **Belonging, Achieving, Flourishing**. We want every child to feel safe, valued and included; to attend regularly and participate fully; to develop strong foundations in English and mathematics; and to achieve well from their starting points. We have high expectations for all our pupils, including pupils with SEND, disadvantaged pupils, pupils with English as an additional language, children looked after or previously looked after, and children supported through kinship care.

Our inclusion strategy responds directly to our school improvement priorities and the areas identified through our most recent inspection. In particular, we will strengthen adaptive teaching, ensure checks on learning lead to appropriate support and challenge, reduce gaps in attainment for pupils with SEND and disadvantaged pupils, and improve attendance, especially for pupils with SEND.

The strategy focuses on a small number of carefully selected activities. These strengthen our universal offer first, while providing timely targeted support where the universal offer alone is not sufficient. This reflects the DfE definition of a universal offer: Central to a stronger inclusive mainstream system is a universal offer built on high quality, adaptive teaching and whole-school practises that enable all children, including those who face barriers to learning and participation, to achieve and thrive.

Where additional provision is required, we will provide targeted support in line with the DfE definition: For children and young people whose needs cannot be met through the universal offer alone, targeted support should be provided to enable them to achieve and thrive.

Our work is organised around the DfE’s seven principles of inclusion:

1. Ambitious leadership and governance that embeds inclusion
2. Evidence-based support prioritising early intervention
3. High quality adaptive teaching with curriculum designed for all learners
4. Enriching provision beyond the classroom that all children can access
5. A safe and respectful culture fostering belonging, attendance, and participation in learning
6. Strong partnerships with families and wider services
7. Inclusive environments with continuous improvements to accessibility

Leaders, governors, staff, pupils, families, trust and local partners will contribute to implementation and review. We will use pupil voice, family feedback, staff discussion, attendance and attainment information, provision reviews and professional advice to evaluate impact. Our approach will be reviewed at least annually and reported through the school’s website and governance arrangements.

2. 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	**Attendance and persistent absence among pupils with SEND.** Pupils with SEND have a higher proportion of persistent absence and a lower overall attendance rate than pupils without identified SEND. This reduces access to teaching, intervention, relationships, routines and wider school experiences. Absence may also be linked to unmet communication, sensory, medical, emotional or learning needs, anxiety, difficulties with transitions, or family circumstances.
2	**Inconsistent access to high-quality adaptive teaching.** Not all pupils consistently access learning activities that are sufficiently well matched to their needs. The most recent inspection identified that activities were not always arranged to support some pupils, including pupils with SEND, to learn the curriculum as well as they could. Checks on learning do not always identify quickly enough when a pupil needs further support or when they are ready for deeper learning. Focus needs to be on all learners ensuring those that are high attaining are also stretched.
3	**Attainment and progress gaps.** There is a gap in attainment between pupils with SEN and pupils without SEN, and between disadvantaged pupils and non-disadvantaged pupils. With 22% of pupils identified as having SEN, 6% with an EHCP, 16% receiving SEN Support and 27% eligible for Pupil Premium, the school needs a consistent approach that prevents gaps from widening, identifies emerging needs early, strengthens core English and mathematics skills, and ensures that pupils with SEND and disadvantaged pupils are both supported and appropriately challenged.

3. Activity in This Academic Year

“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	Activity	IMF cost	Core notional cost
Inclusion leadership, governance and implementation cycle. The headteacher, SENCO and governors will establish a clear annual cycle for inclusion, linked to the school improvement plan and the Ridgeway Learning Partnership priorities. This will include termly analysis of attendance, attainment, progress, participation and behaviour by relevant groups; structured review of provision for pupils with SEND and disadvantaged pupils; staff development; and documented evaluation of IMF and core-budget activity. Leaders will use an assess–plan–do–review approach and will prioritise a small number of actions, checking whether they are implemented consistently and whether they improve outcomes. This reflects the Guide to implementation (EEF), which emphasises that effective implementation requires careful preparation, delivery, evaluation and sustained improvement. **Principle: ambitious leadership and governance that embeds inclusion. Barriers addressed: 1, 2, 3**	**universal**	**£0**	**£2,500**
Whole-school adaptive teaching and responsive assessment development. Dundale will deliver a focused programme of professional development, coaching and collaborative planning for teachers and teaching assistants. The programme will prioritise: ensuring the learning intention is clear; explicit modelling and guided practice; vocabulary and language support; practical and visual representations; structured talk; manageable chunking; appropriate scaffolds; flexible grouping; effective deployment of teaching assistants; and planned challenge for pupils ready to deepen their learning. In English and mathematics, staff will identify essential knowledge and likely misconceptions, use questioning and checks for understanding during lessons, and adapt teaching promptly rather than waiting for end-of-term assessments. Curriculum planning will retain ambitious objectives while varying level of support and resources, explanations and opportunities for practice. The approach is informed by the Special Educational Needs in Mainstream Schools (EEF guidance report), which highlights high-quality teaching, a whole-school approach, careful identification of need and well-selected adaptations as important components of effective provision for pupils with SEND. **Principle: high quality adaptive teaching with curriculum designed for all learners.** **Barriers addressed: 2, 3**	**universal**	**£1,500**	**£3,000**

Early identification and evidence-informed targeted support. The SENCO and class teachers will strengthen the graduated response for pupils whose needs are not fully met through classroom provision. This will include a consistent baseline of need, individual or group targets, short and purposeful interventions, planned links to classroom learning, and regular review of impact. Priority will be given to early communication and language, reading and phonics, writing, number fluency and mathematical reasoning, self-regulation and learning behaviours. Interventions will be time limited where appropriate, delivered by trained staff, and stopped, adapted or intensified according to evidence of progress. Where specialist advice is available, the school will incorporate recommended strategies into classroom practice and communicate them clearly to families and relevant professionals. The Special Educational Needs in Mainstream Schools (EEF guidance report) supports early identification, a graduated approach and evidence-informed provision. **Principle: evidence-based support prioritising early intervention.** **Barriers addressed: 2, 3**	**targeted**	**£1831**	**£8,500**
Attendance, belonging and participation improvement programme. Dundale will introduce a support-first attendance process that combines whole-school attendance routines with early, personalised action for pupils at risk of persistent absence. Attendance will be reviewed weekly, with particular attention to pupils with SEND and pupils facing multiple barriers. Staff will examine patterns by pupil, class, day, session and reason for absence; listen to pupil and family experiences; identify whether learning, sensory, health, emotional or relational barriers are contributing; and agree practical attendance plans with families. Plans may include a trusted adult, supported arrival, predictable routines, transition support, reasonable adjustments, staged reintegration after absence, access to pastoral support and referral to wider services where appropriate. The programme will reinforce the Dundale Way and the school's values of being ambitious, inclusive, resilient, reflective, active learners and respectful. It will also monitor participation in lessons, playtimes, clubs and pupil leadership. This is informed by the Attendance toolkit for schools (DfE), which supports schools to use attendance data, understand barriers and work with pupils, families and wider services. **Principle: a safe and respectful culture fostering belonging, attendance, and participation in learning.** **Barriers addressed: 1, 2**	**universal**	**£1,000**	**£2,000**
Family and wider-service partnership offer. The school will strengthen regular, accessible communication with families about attendance, learning, reasonable adjustments, provision and progress. Families will contribute to individual support planning and review, particularly where a pupil has SEND, is persistently absent, is looked after or previously looked after, or is experiencing disadvantage. Communication will use clear language and, where necessary, appropriate support for families	**universal**	**£750**	**£1,200**

with EAL or other communication needs. The school will work with the Ridgeway Learning Partnership, Hertfordshire services, health professionals, early years providers, specialist settings and other relevant partners to share expertise, support transitions and avoid unnecessary delay in responding to emerging needs. Family workshops and practical resources will focus on reading, language, mathematics, routines, attendance and wellbeing. The approach is supported by the Inclusive mainstream fund: best practice for schools (DfE), which emphasises collaboration with families and wider partners when developing inclusive provision. **Principle: strong partnerships with families and wider services.** **Barriers addressed: 1, 2, 3**			
Accessible enrichment, learning environments and participation beyond lessons. Dundale will audit and improve access to enrichment, educational visits, clubs, playtimes, lunchtime activities, assemblies and pupil leadership. Staff will identify and reduce barriers where possible, such as cost, equipment, transport, communication, sensory demands, physical access, fatigue, anxiety or the need for additional adult support. Activities will offer appropriate adaptations without lowering ambition and will include opportunities connected to reading, mathematics, arts, sport, nature, creativity, teamwork and wider life skills. The school will continue to review classrooms and shared spaces to improve visual clarity, movement around the environment, access to regulation or quiet spaces, availability of assistive resources and consistency of routines. Participation data will be checked by SEND, disadvantage and other relevant groups so that inclusion is measured by actual access, not simply by an invitation being made. This is informed by Inclusion bases in schools (DfE) and the Inclusive mainstream fund: best practice for schools (DfE), which identify accessible environments and wider participation as important components of inclusive mainstream education. **Principle: enriching provision beyond the classroom that all children can access; and principle: inclusive environments with continuous improvements to accessibility.** **Barriers addressed: 1, 2, 3**	**universal**	**£750**	**£1,500**

4. 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
Attendance improves for pupils with SEND, with fewer pupils becoming persistently absent.	Overall attendance for pupils with SEND increases from baseline. The gap between attendance for pupils with SEND and pupils without SEND narrows. The number and proportion of pupils with SEND who are persistently absent reduces. Attendance reviews identify emerging concerns earlier, with documented support plans and evidence of review for pupils at risk.
Pupils feel that Dundale is a safe, respectful and welcoming school where they belong.	Pupil voice shows that pupils with SEND and disadvantaged pupils feel safe, respected, included and known by adults. Participation in playtimes, clubs, trips, assemblies, pupil leadership and other school activities is monitored and improves for identified groups. Behaviour records show that pupils understand and follow the Dundale Way, with reductions in repeated incidents linked to unmet needs where additional support has been introduced.
Adaptive teaching is more consistent across classrooms and enables pupils to access the full curriculum.	Monitoring, book looks, planning reviews and pupil discussions show that teachers routinely use responsive checks for understanding, appropriate scaffolds, explicit instruction, flexible grouping and planned challenge. Leaders can identify examples where teaching has been adapted during lessons in response to pupil evidence. Pupils report that they understand what they are learning, know how to improve and can seek help when learning is too difficult.
Pupils who are ready to deepen their learning are identified and appropriately challenged.	Assessment and lesson evidence show that pupils are moved on to deeper learning when they are secure, rather than completing unnecessary repetition. The attainment and progress of higher-attaining pupils with SEND and disadvantaged pupils are reviewed each term. Pupil work demonstrates improved depth, independence, reasoning, vocabulary and application in English and mathematics.
Pupils with SEND and disadvantaged pupils make stronger progress in core English and mathematics.	The attainment gap between pupils with SEN and pupils without SEN, and between disadvantaged and non-disadvantaged pupils, narrows from the agreed baseline. Termly progress information shows that pupils receiving support make progress towards their individual and curriculum-based targets. Phonics, reading, writing, number fluency and mathematical reasoning assessments show improvement, with particular attention to pupils receiving SEN Support and pupils with an EHCP.

Targeted support is timely, purposeful and demonstrably effective.	Every targeted intervention has a clear starting point, intended outcome, delivery record and review date. Staff can explain how targeted work connects to classroom teaching. At review, provision is continued, adapted, intensified or withdrawn according to evidence. Families and pupils understand the purpose of support and contribute to reviews. Where progress is limited, the school records the next action, including consideration of specialist advice or wider-service involvement.
Families experience stronger communication and partnership with the school.	Family feedback shows improved understanding of attendance expectations, classroom support, SEND provision, learning priorities and how to help at home. Families are involved in planning and reviewing support where appropriate. Communication is accessible to families with EAL or other communication needs. The school can demonstrate timely contact and collaborative plans for pupils whose attendance, wellbeing, participation or progress is causing concern.
All pupils can access an ambitious wider curriculum and school environment.	Participation data shows that pupils with SEND and disadvantaged pupils are accessing clubs, visits, enrichment, play and leadership opportunities at increasingly similar rates to their peers, subject to individual need and choice. Pupils report that adaptations help them participate alongside their peers without reducing ambition.
Inclusion is embedded in leadership, governance and school improvement.	Governors and trustees receive regular reports on inclusion funding, implementation, attendance, attainment, progress, participation, wellbeing and behaviour. Leaders can explain how core funding, the notional SEN budget and IMF support the seven principles of inclusion. Staff report increased confidence in meeting a range of needs. Annual review evidence shows which activities have been implemented well, their impact, and the priorities for the next strategy.