



Inclusion Strategy – Nettlesworth 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).

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded through our notional SEND budget (£111,009), the Inclusive Mainstream Fund (IMF) (£6,767) and additional top-up funding (£140,476). These resources are strategically deployed to ensure all pupils are able to access a broad, ambitious curriculum, participate fully in school life and achieve well from their starting points.

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026/2027
Date this statement was published	8 th September 2026
Date on which it will be reviewed	8 th September 2027
Statement authorised by	Donna Lee
Inclusion Lead	Donna Lee
Governor Leads	Aaron O'Roarty, Diana Barclay, Laura Riley

Statement of intent

At Nettlesworth Primary School, we believe that every child belongs, every child matters and every child can succeed. Inclusion is at the heart of our vision and underpins every aspect of school life. We are committed to creating a welcoming,

respectful and ambitious community where all children feel safe, valued and able to thrive, regardless of their background, ability, need or circumstance.

Our ultimate aim is to ensure that all pupils, including those with SEND, disadvantaged pupils, pupils known to social care and those facing other barriers, achieve highly, participate fully and develop the confidence, independence and skills needed for future success. We believe that difference should be celebrated and that diversity strengthens our school community.

Currently, 26.9% of pupils are identified as having SEND, including 13 pupils with EHCPs and 1 pupil with a SEND Support Plan attracting additional top-up funding, 14 children with a support plan and an additional 13.5% of our pupils require intervention through Quality First Teaching. The predominant areas of need across the school are Communication and Interaction (including Autism Spectrum Disorder), Social, Emotional and Mental Health (SEMH) needs and complex medical needs. The increasing complexity of need requires a highly responsive and inclusive approach supported by specialist staff, adaptive teaching, strong pastoral systems and multi-agency working.

Our inclusion strategy is built around seven key principles:

1. Belonging – Every child is valued, respected and has a strong sense of belonging within our school community.
2. High Expectations – We maintain ambitious expectations for all pupils and believe every child can make strong progress from their starting points.
3. Early Identification and Support – We identify needs quickly and respond through a graduated, person-centred approach.
4. Participation and Pupil Voice – Children are listened to and actively contribute to decisions about their learning, wellbeing and school life.
5. Equity and Access – We remove barriers to learning and participation, ensuring all pupils can access a broad, ambitious curriculum and the full life of the school.
6. Partnership Working – We work closely with families, external agencies and the wider community to secure the best possible outcomes for children.
7. Continuous Improvement – We evaluate our practice carefully, learn from evidence and research, and continually develop our provision to meet the changing needs of our pupils.

These principles are realised through high-quality teaching, strong pastoral support, meaningful pupil leadership opportunities, early intervention, personalised provision and effective multi-agency collaboration. We are committed to ensuring that inclusion is not something additional, but something embedded within every classroom, every curriculum area and every interaction.

Our strategy has been developed through ongoing consultation and partnership with pupils, parents, governors, staff and external professionals. Pupil voice, family

feedback, community partnerships and collaboration with local authority services have all helped shape our understanding of what effective inclusion looks like within our school community.

As an Inclusion Quality Mark Flagship School, Rights Respecting Gold School and NACE Challenge Ambassador School, we are committed not only to providing exceptional inclusive practice within our own school but also to sharing what we learn with others so that more children can benefit.

Through inclusion, we strive to ensure that every child feels they belong, is supported to flourish, and leaves Nettlesworth Primary School ready to embrace the opportunities and challenges of the future

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

At Nettlesworth Primary School, we recognise that pupils may face a range of barriers which can impact upon their learning, wellbeing, engagement and participation in school life. Understanding these barriers enables us to design effective universal provision and targeted support, ensuring every pupil can thrive and achieve their potential.

The key barriers identified within our school community include:

	Detail of barrier to learning
1	Special Educational Needs and Disabilities (SEND) , including communication and interaction needs, cognition and learning difficulties, social, emotional and mental health needs, and sensory and physical needs. A significant proportion of our pupils have SEND, including children with Education, Health and Care Plans (EHCPs). The complexity of need is increasing, with 13 EHCPs and 1 additional top-up funded pupil.
2	Speech, language and communication difficulties , including limited vocabulary, language delay and challenges with social communication, which can affect access to learning across the curriculum.

3	Social, emotional and mental health needs , including anxiety, low self-esteem, emotional regulation difficulties, trauma and adverse childhood experiences, which can impact attendance, behaviour and readiness to learn
4	Disadvantage and socio-economic factors , including financial hardship, reduced access to enrichment opportunities and wider experiences, and challenges associated with deprivation.
5	Attendance and persistent absence , including barriers linked to health needs, anxiety, family circumstances and term-time holidays, which can affect continuity of learning and attainment.
6	Children who are known, or previously known, to children's social care , including those subject to Child in Need, Child Protection or Early Help support, and children who have experienced family instability or significant life events
7	Medical and physical needs , including long-term health conditions, disabilities and complex medical requirements that require reasonable adjustments and additional support.
8	Limited life experiences and cultural capital , which can impact language development, aspiration, confidence and readiness to access the wider curriculum and future opportunities.
9	Transitions and changing circumstances , including pupils joining the school in-year, moving between phases of education or experiencing significant changes within their family or personal lives.

In response, our inclusion strategy focuses on removing barriers through high-quality inclusive teaching, early identification of need, strong pastoral support, partnership with families, effective use of specialist services, adaptive practice and a curriculum that promotes belonging, aspiration and success for all. We believe that barriers should never define a child's potential, and we are committed to ensuring that every pupil can fully participate in, contribute to and benefit from all aspects of school life.

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	Activity type	Total budgeted cost
Development of high-quality inclusive teaching across the school through staff training, coaching and monitoring. Focus on adaptive teaching, trauma-informed practice, communication and language strategies, scaffolding, sensory awareness and inclusion-focused classroom practice. Addresses barriers relating to SEND, communication and language, SEMH, disadvantage and access to learning . (Barriers 1,2,3,4,7) This activity is informed by the Education Endowment Foundation (EEF) guidance <i>Special Educational Needs in Mainstream Schools</i>, which highlights that high-quality teaching is the most important lever schools have to improve outcomes for pupils with SEND. Staff development focuses on adaptive teaching, scaffolding, explicit instruction, metacognition, cognitive and metacognitive strategies, and effective deployment of teaching assistants. These approaches have a	Universal	£2,200

strong evidence base and support improved outcomes for all learners, particularly those with SEND		
Targeted pastoral and emotional wellbeing support. Delivery of nurture approaches, ELSA-informed interventions, emotional regulation support, Lego Therapy and wellbeing resources to reduce barriers linked to anxiety, emotional wellbeing, attendance and engagement. Addresses SEMH, attendance and social care vulnerabilities. (Barriers 3,5,6,7) Provision is informed by EEF guidance which demonstrates that social and emotional learning approaches can improve pupils' wellbeing, behaviour, attendance and academic outcomes. Interventions focus on emotional regulation, resilience, self-awareness, relationships and readiness to learn	Targeted	£1,500
Communication, language and interaction support. Additional resources, intervention materials and staff training to support vocabulary development, language acquisition, speech and language recommendations and communication-friendly classrooms. Addresses communication and language barriers and SEND (Barriers 1,2) This work is underpinned by EEF evidence which identifies oral language interventions as having a positive impact on learning,	Universal and Targeted	£1,200

particularly for pupils with speech, language and communication needs. A strong focus on vocabulary development, communication-friendly classrooms, structured talk opportunities and implementation of Speech and Language Therapy recommendations supports improved curriculum access and attainment.		
Inclusive curriculum access and participation. Adapted resources, assistive technology, visual supports, sensory equipment and reasonable adjustments to ensure pupils access the full curriculum and wider school opportunities. Addresses physical, sensory, cognition and learning barriers. (Barriers 1,4,8)	Universal	£867
Family engagement and multi-agency working. Support for parent partnership work, review meetings, transition support and collaborative planning with external agencies to strengthen inclusion and remove barriers to attendance, participation and wellbeing. Addresses attendance, SEND, social care and family-related barriers. (Barriers 5,6,7,9)	Universal and Targeted	£1,000 £6,767 (IMF Funding)
Enhanced provision for pupils with EHCPs and additional top-up funded pupils including specialist staff deployment, personalised provision maps, medical support, communication programmes, SEMH	Specialist & Targeted	£140,476

support, therapeutic interventions and specialist resources. (Barriers 1,2,3,4) Provision maps and personalised interventions are developed using recommendations from Educational Psychologists, Speech and Language Therapists, Occupational Therapists and other professionals. Evidence from the EEF SEND guidance report highlights the importance of carefully matched interventions, early identification, collaboration with families and effective implementation of specialist support alongside high-quality classroom teaching		
Core SEND staffing, intervention delivery, specialist support assistants and inclusive provision funded through the school's notional SEND budget. (All barriers)	Universal and Targeted	£111,009 Total Budgeted Cost • Inclusive Mainstream Fund (IMF): £6,767 • Top-Up Funding: £140,476 • Notional SEND Budget: £111,009 • Total SEND and Inclusion Investment: £258,252

Intended Impact

- Improved access to high-quality teaching for all pupils.
- Reduced barriers to participation and engagement.
- Improved attendance, wellbeing and readiness to learn.
- Stronger communication and language skills.
- Increased independence and successful inclusion of pupils with SEND within all aspects of school life.
- Enhanced partnership working with families and external professionals.

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 additional needs access a broad, ambitious and inclusive curriculum alongside their peers.	Learning walks, work scrutiny and pupil voice demonstrate that adaptive teaching and reasonable adjustments are embedded consistently across classrooms. SEND pupils make at least expected progress from their starting points.
Barriers to learning are identified early and addressed effectively through high-quality universal provision and targeted support.	Reduction in the number of pupils requiring escalation due to unmet need. Evidence from Assess-Plan-Do-Review cycles, provision maps, intervention reviews and SEND monitoring demonstrates timely and effective support.
Pupils with SEND and additional needs demonstrate improved engagement, confidence and independence in their learning.	Pupil voice, classroom observations and pastoral records show increased participation, resilience and independence. Intervention evaluations demonstrate positive impact on readiness to learn.
Attendance of pupils with SEND and additional needs remains strong and barriers to attendance are reduced	Attendance for SEND pupils is maintained at or above current levels and persistent absence reduces for identified pupils.

	Attendance data, case studies and attendance reviews evidence improvement.
Pupils' social, emotional and mental health needs are supported effectively.	Reduced behaviour incidents, improved wellbeing indicators and positive outcomes from nurture and pastoral interventions. Pupil and parent surveys demonstrate improved wellbeing and sense of belonging.
Communication and language skills improve, enabling pupils to access learning more successfully.	Assessment information, intervention records and teacher evaluations demonstrate improved vocabulary, communication, social interaction and classroom participation
Families feel informed, involved and valued as partners in their child's education.	Parent feedback, review meetings and annual surveys demonstrate high levels of satisfaction, confidence and engagement with school support and decision-making processes.
Staff confidence and expertise in inclusive practice continue to develop.	Staff surveys, CPD evaluations and monitoring activities demonstrate increased confidence in adaptive teaching, SEND strategies and inclusive classroom practice
Pupils with SEND and additional needs participate fully in wider school life, enrichment and leadership opportunities.	Participation records show representation of SEND pupils in clubs, visits, leadership roles and extracurricular activities is comparable to their peers. Pupil voice evidences a strong sense of belonging.
Inclusive practice is sustained and continually improved through effective evaluation and partnership working.	Regular review of provision, pupil outcomes, attendance, behaviour, participation and stakeholder feedback demonstrates that inclusive approaches are having a positive impact and priorities are refined accordingly.

Overall Success Measure

By the end of the inclusion strategy period, pupils with SEND and additional needs will be able to participate fully in school life, achieve well from their starting points, demonstrate a strong sense of belonging and be well prepared for their next stage of education, with evidence drawn from academic outcomes, attendance data, pupil and parent voice, participation rates, wellbeing indicators and quality assurance activities.

Review of the previous academic year

Inclusion remained a significant strength throughout 2025-2026. The school successfully achieved **IQM Flagship School status** and retained its **IQM Centre of Excellence** designation. Inclusion remained firmly embedded within curriculum design, pastoral support and wider school opportunities. Pupils with SEND were fully included in school life and benefitted from strong relationships, high-quality adaptive teaching and targeted interventions. Attendance for SEND pupils remained strong and pupils demonstrated positive engagement, wellbeing and a strong sense of belonging. Monitoring, pupil voice, parent feedback and achievement data all indicated that barriers to learning continued to reduce over time. Leaders will continue to strengthen system leadership, further refine adaptive teaching across all subjects and enhance evaluation of enrichment opportunities and their impact on aspiration and future readiness.

Further information (optional)

Nettlesworth Primary School serves a community with a higher-than-average proportion of pupils with SEND, including a significant number with Education, Health and Care Plans (EHCPs). In addition, a number of pupils face barriers associated with disadvantage, social, emotional and mental health needs, attendance, family circumstances and complex medical needs. Our inclusion strategy has therefore been designed around the principle that inclusion is everyone's responsibility and that high-quality provision for pupils with additional needs benefits all learners.

The strategy is aligned with our wider school priorities, including inclusion, attendance, wellbeing, safeguarding, curriculum development and personal development. It reflects our commitment to ensuring that pupils with SEND and additional needs are able to access a broad, ambitious curriculum, participate fully in school life and develop a strong sense of belonging within our community.

As an Inclusion Quality Mark Flagship School, Inclusion Quality Mark Centre of Excellence, UNICEF Rights Respecting Gold School and NACE Challenge

Ambassador School, we are committed to continually reviewing and strengthening our inclusive practice through evidence-informed approaches, collaboration with families and external agencies, and ongoing professional development for staff.

Our strategy should therefore be viewed alongside our SEND Information Report, Accessibility Plan, Equality Objectives, School Development Plan, Behaviour Policy, Attendance Strategy and Safeguarding arrangements, all of which contribute to our wider vision that every child should feel valued, supported and successful.

Ultimately, our aim is simple: to ensure that every pupil, regardless of need or circumstance, feels that they belong, achieves their potential and is fully prepared for the next stage of their education and life beyond school.

The school's approach is strongly informed by the recommendations of the Education Endowment Foundation (EEF). Leaders prioritise approaches shown to have the greatest impact for pupils with SEND, including high-quality teaching, effective use of teaching assistants, oral language development, metacognition and self-regulation, social and emotional learning, and structured intervention programmes. These evidence-informed approaches underpin both universal provision funded through the school's **notional SEND budget (£111,009)** and specialist provision funded through **IMF (£6,767)** and **top-up funding (£140,476)**, ensuring resources are deployed strategically to maximise pupil outcomes and participation.