Inclusion Strategy – November 2026

Throston 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).

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026/2027 to 2029/2030
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Full Governing Body - 23/11/2026

Statement of intent (this includes):

At Throston Primary School, inclusion means that every child is known, valued, safe, supported and challenged to achieve their potential. Our ambition is not simply for pupils with additional needs to be present in mainstream education, but for every child to belong, participate, learn, achieve and thrive.

Our inclusive approach begins in Nursery and continues consistently through to Year 6. We recognise that children may experience barriers to learning and participation at different points in their education and that these barriers may arise from special educational needs and disabilities (SEND), communication and interaction needs, social and emotional needs, disadvantage, attendance, language, family circumstances, medical needs or other vulnerabilities.

Our first response is high-quality, inclusive teaching. Teachers remain responsible for the progress and development of every pupil in their class. Through adaptive teaching, explicit instruction, appropriate scaffolding, careful use of assessment, flexible grouping, strong relationships and accessible learning environments, we aim to anticipate and remove predictable barriers before they prevent children from succeeding.

Where universal provision is not sufficient, we identify needs early and provide timely, evidence-informed targeted support. Our graduated approach of Assess, Plan, Do and Review ensures that provision is responsive to individual need, regularly evaluated and adjusted according to impact.

We recognise that behaviour is a form of communication and that some children require additional support to regulate, communicate and successfully participate in school life. Our approach combines high expectations with relational and nurturing practice, including P.A.C.E., Zones of Regulation and access to appropriate additional provision, including our Phoenix provision.

Children's voices are central to our approach. We work in genuine partnership with parents and carers and, where appropriate, health, education, social care and other external professionals. Decisions about support should be made with families rather than simply for them.

At Throston Primary School, we have worked closely with families, parents, carers and the wider school community to develop our Inclusion Strategy, ensuring that their views and experiences help shape our inclusive practice.

We have gathered valuable parental feedback through questionnaires, including those undertaken as part of the PINS (Partnerships for Inclusion of Neurodiversity in Schools) Project, which aims to strengthen support for neurodivergent pupils by improving partnerships between schools, families and specialist services.

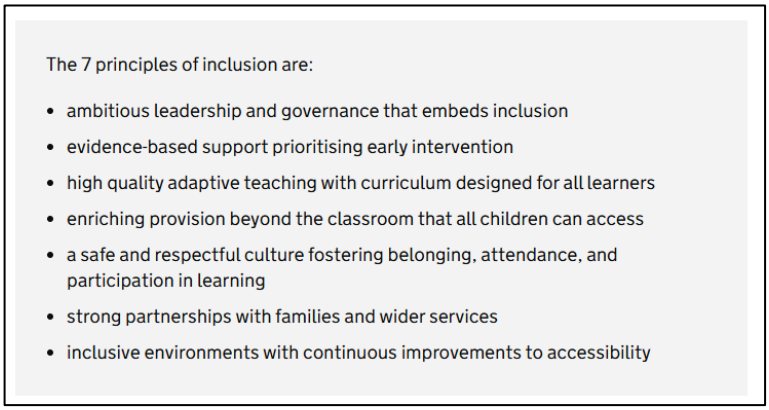
Our SEND Governor plays an important role in engaging with parents and carers, listening to their experiences and ensuring that their views are represented at a strategic level. Additionally, during regular SEND reviews and meetings, we actively seek feedback from parents and carers about the support their children receive, identifying strengths and areas for further development.

We have also worked collaboratively with the Hartlepool Inclusion Team and Experts at Hand, drawing upon their specialist knowledge, advice and expertise to review and strengthen our inclusive provision.

This collaborative approach ensures that our Inclusion Strategy is informed by the voices of families, the experiences of our pupils and the expertise of external professionals, helping us to remove barriers to learning and create a school environment where every child feels valued, supported and able to thrive.

Our strategy reflects the seven principles of inclusion: ambitious leadership and governance; early, evidence-based support; high-quality adaptive teaching and an accessible curriculum; inclusive enrichment; a safe culture of belonging and attendance; strong family and professional partnerships; and increasingly accessible environments.

Our ambition is simple: the needs of the child should shape the provision; the provision should not determine whether the child can belong. At Throston, our values of Be Kind, Be Ready, Be Safe apply to every child, without exception.



The 7 principles of inclusion are:

- ambitious leadership and governance that embeds inclusion
- evidence-based support prioritising early intervention
- high quality adaptive teaching with curriculum designed for all learners
- enriching provision beyond the classroom that all children can access
- a safe and respectful culture fostering belonging, attendance, and participation in learning
- strong partnerships with families and wider services
- inclusive environments with continuous improvements to accessibility

Finances

Notional SEND: £287,490.

Inclusion Mainstream Fund 2026/2027: £20,453.

IPS Funding (Autumn 2026 to Spring 2027): £36,156.91.
IPS: Three children at 5ii, three children at 5i and three children at 4ii.

Group Funding (autumn 2026 to summer 2027): £76,614.00.
Group Funding: Phoenix Room I (£20,954.00), Phoenix Room II (£20,954.00), Nursery (£11,785), Reception (£11,785) and Early Years (£11,136).

Educational Psychology Buyback: £11,315.
Dyslexia Testing: £1,750.
SEND Resources: £3,744.
Speech and Language: £5,148.
West View Project: £5,000.

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 *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	Increasing complexity and diversity of additional needs, including communication and interaction, cognition and learning, sensory/physical needs and SEMH. Speech, language and communication needs, including vocabulary, receptive/expressive language and interaction, affecting independent curriculum access. Emotional regulation, anxiety, attachment and SEMH needs affecting readiness to learn, relationships, behaviour, attendance and participation.
2	Variability in the consistency and quality of adaptive teaching, scaffolding and reasonable adjustments across classes and curriculum subjects.
3	Attendance and persistent absence among some vulnerable pupils, resulting in lost learning, weaker relationships and reduced sense of belonging.
4	Environmental, sensory, organisational and communication barriers affecting classrooms, transitions, lunchtimes, enrichment and wider 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 *(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)*
Succession Planning for current SENDCo (Barrier 1, 2, 3, 4)	Deputy SENDCo to liaise and shadow current SENDCo to upskill, in preparation for transition to new role in September 2027. Deputy SENDCo to complete NPQ for SEND.	£5,000
Whole-school adaptive teaching programme (Barrier 2)	CPD, coaching, lesson visits and practical resources to embed explicit instruction, modelling, scaffolding, flexible grouping, vocabulary teaching, reduced cognitive load and appropriate technology. External support as a resource to support inclusion.	£11,315 (EP Buyback) £1,750 (Dyslexia Screening)
Early identification from Nursery onwards (Barrier 1)	Strengthen screening, observation and assessment of communication, language, learning and SEMH needs; use WellComm where appropriate; maintain clear referral and review pathways.	£11,785 (Group Nursery Funding)
Communication-friendly school (Barrier 1, 2)	Develop staff expertise in language development; embed visual supports, vocabulary instruction, processing time, modelling and structured talk, complemented by Voice21. Access to NHS Speech and Language Support).	£5,148 (S&L Buyback) £2,331 (Voice21)
Regulation and readiness to learn (Barrier 1, 2, 4)	Embed Zones of Regulation, P.A.C.E. and predictable relational approaches; provide regulation resources and appropriate calm/regulation spaces. Regulation to learn via the use of outdoor education services – West View Project.	£5000 (West View Project)

		£3,744 (SEND Resources)
Phoenix Provision (Barrier 1, 4)	Maintain clearly defined targeted provision for pupils requiring additional needs support, with planned outcomes and access/reintegration to mainstream teaching wherever appropriate.	£41,908 (Phoenix Room Budget)
Inclusive Classroom Environments (Barrier 1, 4)	Audit classrooms and shared areas for accessibility, visual clutter, seating, sensory needs, communication supports, routines and transitions.	£2000 (Inclusion Mainstream Fund)
Effective Deployment of Teaching Assistants (Barrier 1)	Teaching assistants play a vital role in promoting inclusion at Throston Primary School, ensuring that all children feel safe, supported and able to access learning. They provide targeted support for pupils with communication and interaction difficulties, helping to develop language, social skills, friendships and positive relationships. This includes delivering interventions such as Attention Autism, speech and language activities and structured social skills programmes. Teaching assistants help children become classroom-ready by supporting emotional regulation, developing attention and listening skills, establishing routines and preparing pupils to engage successfully in learning. They provide individual and small-group support to help children remain focused, complete tasks and develop greater independence. They also support pupils with personal care and hygiene needs, ensuring dignity, privacy and wellbeing are maintained. Through effective classroom support, positive behaviour strategies and appropriate supervision, teaching assistants help keep children safe, remove barriers to learning and ensure that pupils with additional needs can participate fully in school life alongside their peers.	IPS Funding (£36,156.91) Reception Funding (£11,785) Early Years Funding (£11,136) £13,953 (Inclusion Mainstream Fund)
Graduated Response (Barrier 1, 2)	Consistent Assess–Plan–Do–Review cycles and provision maps showing need, intended outcome, provision, frequency, responsible adult and measured impact.	£2000 (Inclusion Mainstream Fund)
Attendance and Belonging (Barrier 3)	Identify SEND-related attendance barriers early; use individual attendance support and coordinated work with families and relevant agencies.	£2000 (Inclusion Mainstream Fund)
Family Partnership (1 and 3)	Strengthen parent/carer involvement in identifying needs, agreeing outcomes and reviewing support; provide accessible SEND information and opportunities for parent voice.	£500 (Inclusion Mainstream Fund)

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
New SENDCo in post, following a smooth transition.	• All statutory SEND responsibilities, including EHCP reviews, annual reviews and statutory deadlines, continue to be met. • Existing support for pupils with SEND, including those accessing additional provision, is maintained without disruption. • Positive relationships are established with parents, carers, staff and external agencies. • The new SENDCo demonstrates a secure understanding of the school's SEND register, individual pupil needs, interventions and provision. • Effective systems for monitoring SEND provision, pupil progress and the impact of interventions are maintained and developed. • Teaching and support staff receive clear guidance and appropriate CPD to strengthen inclusive classroom practice. • Feedback from parents, carers, staff and governors indicates confidence in the new SENDCo and the effectiveness of the transition. • The new SENDCo identifies priorities for further developing inclusion and SEND provision across the school.
Inclusive teaching is consistently strong.	Monitoring demonstrates adaptive teaching and appropriate adjustments across year groups and subjects; inconsistencies lead to coaching/support and subsequent improvement.
Needs are identified earlier.	Clear identification pathways operate from Nursery–Y6; concerns lead promptly to assessment, adaptations/support and review.
Communication improves.	Identified pupils demonstrate measurable progress against communication outcomes; monitoring shows consistent communication-supportive practice.
Pupils regulate more successfully.	Reduced repeated dysregulation for identified pupils and increased successful participation in classroom learning; regulation plans show measurable impact.

Attendance improves.	Attendance gaps for identified vulnerable/SEND cohorts reduce and individual barriers are identified and addressed.
Pupils belong.	Pupil voice shows children with additional needs feel safe, included, listened to and part of the school community.
Enrichment is genuinely inclusive.	Pupils with SEND/additional needs participate in clubs, visits, performances, residentials, sport and leadership with reasonable adjustments where required.
Families are partners.	Parent/carer feedback demonstrates confidence in identification, communication, provision and review processes.
Outcomes improve.	School assessment demonstrates improved progress from individual starting points and reduced attainment gaps where reasonably achievable.

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.*