Inclusion Strategy – The Priors School

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2026-2029

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Strategy overview

Detail	**Date**
Academic year/years that our current Inclusion Strategy covers	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Ricky Emms (Executive Head Teacher)

Statement of Intent

At The Priors School, we want every child to feel safe, valued and able to flourish as part of our family school. Our vision, **We are always the best that we can be**, reflects our commitment to enabling all children to enjoy learning, take pride in their achievements, care for one another and develop confidence for the next phase of their education.

Our ultimate objective is that every child, including children with SEND and those facing other barriers to learning and participation, receives a high-quality, ambitious education. We want children to make strong progress from their starting points, participate fully in school life, attend regularly, develop positive relationships and become confident, happy and increasingly independent learners.

This strategy focuses on a small number of high-impact activities. It strengthens our universal offer through high-quality adaptive teaching, clear communication, appropriate challenge, consistent support for emotional regulation and a curriculum that enables all children to access and succeed in the full range of subjects. Targeted support will be used where the universal offer alone does not meet an individual child's needs.

The strategy is built 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

These principles are reflected in our leadership arrangements, staff development, curriculum improvement work, assessment and provision for communication, emotional regulation, attention and access to learning. They also connect directly with our improvement priorities: developing writing and spelling, increasing challenge for children with greater-depth potential in writing and mathematics, and embedding The Warriner Curriculum.

The strategy has been informed by our school context, including our small rural setting, the strengths and needs identified through assessment and support planning, feedback from families and the wider school community, and the findings of our most recent inspection. The inspection recognised that children are happy, safe, well behaved and eager to learn, while identifying the need for stronger curriculum expertise and more consistent adaptation, particularly for children with SEND. We will use regular review, child and family voice, staff evaluation and scrutiny of learning to refine the strategy.

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	**Communication needs, including autism spectrum differences.** Some children experience difficulty understanding spoken or written language, expressing their ideas, processing questions, interpreting social communication or communicating their needs. Some children may also experience differences in sensory processing, flexibility, social interaction and understanding routines. These needs can affect access to instructions, classroom discussion, relationships, independence and participation in the wider curriculum.
2	**Emotional regulation and wellbeing.** Some children need support to recognise and communicate emotions, manage anxiety, cope with change, recover from setbacks and regulate their responses in busy or demanding situations. Emotional wellbeing needs may affect readiness to learn, relationships, attendance, engagement and behaviour. Early identification is important so that difficulties do not become more entrenched.
3	**Access to a highly ambitious curriculum at the child's level.** Some children require carefully planned adaptation, scaffolding, explicit teaching, additional practice or alternative ways to demonstrate understanding in order to access the same ambitious curriculum as their peers. Other children, including those with greater-depth potential, need sufficient challenge and opportunities to deepen their thinking. This is particularly relevant to the school's priorities for writing, spelling, mathematics and the implementation of The Warriner Curriculum.
4	**Attention deficit hyperactivity disorder (ADHD), including attention, impulsivity and executive-function needs.** Some children experience difficulty sustaining attention, organising equipment or ideas, beginning and completing tasks, managing transitions, inhibiting impulses or maintaining effort. These needs may affect learning, social participation, emotional regulation and behaviour, particularly when tasks are lengthy, unclear or insufficiently structured.

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."

Central to our approach is the following DfE definition of the 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 children’s needs cannot be met through the universal offer alone, we will use targeted support: 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.

Budget	**Amount**
Core Income (Notional SEN Budget)	£43,935.94
IMF	£6,073
Total	£50,008.94

Description of activity	**Activity type**	**Total budgeted cost**
Inclusive leadership, implementation and professional learning. Leaders and governors will establish a clear implementation cycle for inclusion, with defined responsibilities, staff development, monitoring and evaluation, including TES Provision Map. Professional learning will focus on adaptive teaching, communication-friendly practice, autism-informed approaches, attention and executive-function needs, emotional regulation, and the effective teaching of writing, spelling, mathematics and The Warriner Curriculum. Staff will use collaborative planning, lesson visits, work scrutiny and pupil voice to check whether adaptations are improving access, challenge and learning. This responds directly to the previous inspection finding that staff do not always have the knowledge and skills to adapt learning successfully and that curriculum oversight is variable. Implementation will be supported by the Guide to implementation and the Special Educational Needs in Mainstream Schools	universal	Core - £10,000 IMF – £2,000 Total - £12,000

guidance. **DfE principle: ambitious leadership and governance that embeds inclusion. Barriers addressed: 1, 2, 3, 4**		
A consistent communication-, attention- and regulation-friendly classroom approach. All classrooms will use consistent routines and language, clear and chunked instructions, visual timetables and task sequences, pre-teaching of important vocabulary, explicit modelling, processing time, checks for understanding and predictable transitions. Staff will provide appropriate movement or sensory breaks, calm spaces and agreed strategies for helping children identify and communicate their needs. Adults will avoid lowering expectations; adaptations will enable children to engage with ambitious learning. Resources and professional guidance from the Resource library for educators and the Special Educational Needs in Mainstream Schools guidance will inform practice. **DfE principle: high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 1, 2, 3, 4**	Universal and targeted	Core - £5,000 IMF - £1,500 Total £6,500
Curriculum access, challenge and responsive assessment. Teachers will plan from clear learning intentions and identify the essential knowledge, vocabulary and disciplinary thinking needed for each lesson. Adaptations will include scaffolding, worked examples, guided practice, reduced cognitive load where appropriate, targeted questioning, alternative recording methods and carefully judged removal of support. Assessment will be used to identify misconceptions and next steps rather than to limit curriculum ambition. Subject leaders will strengthen staff subject knowledge and monitor how well children, including children with SEND and those with greater-depth potential, learn across The Warriner Curriculum. Specific attention will be given to spelling, writing outcomes, mathematical reasoning and opportunities for greater depth. This will be informed by the Special Educational Needs in Mainstream Schools guidance and the Using research evidence resource. **DfE principle: high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 1, 3, 4**	universal	Core – £5,000
Belonging, wellbeing, attendance and participation. The school will strengthen consistent whole-school approaches to relationships, emotional literacy, regulation, behaviour and attendance. This will include using our Pastoral Manager, Behaviour 360 and S4A inclusion sessions. Adults will explicitly teach routines, respectful communication, help-seeking and strategies for managing worry, frustration and change. Attendance will be reviewed promptly, with supportive, individualised responses to emerging absence or lateness and attention to barriers affecting children with SEND or emotional wellbeing needs. Children will be supported to participate in clubs, leadership roles, physical activity, visitors, trips and the school's rich rural and community opportunities. The approach will draw on the Attendance toolkit for schools and Targeted support guidance. **DfE principle: a safe and respectful culture fostering belonging, attendance, and participation in learning. Barriers addressed: 1, 2, 4**	Universal and targeted	Core - £10,000 IMF - £2,573 Total £12,573

Graduated, personalised support with families and wider services. Where universal approaches do not sufficiently meet a child's needs, the school will use a graduated response based on assess, plan, do and review. This may include individual communication or regulation plans, short-term targeted intervention, structured support for attention and organisation, personalised transition arrangements, specialist advice and coordinated work with families and relevant services. Support will have clear intended outcomes, be reviewed with the child and family, and be adapted or discontinued when it is no longer needed. The school will make appropriate use of evidence-informed programmes and specialist advice, drawing on Promising Programmes, the RISE support for inclusive mainstream education and the Special Educational Needs in Mainstream Schools guidance. **DfE principle: strong partnerships with families and wider services. Barriers addressed: 1, 2, 3, 4**	targeted	Core - £13,935

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
Children with communication needs, including autistic children, understand learning and can communicate their needs more successfully.	Lesson visits, pupil voice and work scrutiny show consistent use of accessible instructions, visual or other appropriate supports, vocabulary teaching and checks for understanding. Children report that they know what they are learning and how to get help. Individual communication targets, where used, show reviewed progress. Participation in classroom discussion, collaborative learning and wider school activities increases from the child's baseline.
Children experience improved emotional wellbeing and regulation.	Children can identify and use agreed regulation or help-seeking strategies with increasing independence. Records show earlier identification and appropriate response to concerns. Pupil and family feedback indicates improved feelings of safety, belonging and readiness to learn. Behaviour records show a reduction in repeated incidents linked to dysregulation for identified children, with any comparison made against an agreed baseline.
Children access an ambitious, appropriately challenging curriculum and make stronger progress.	Teacher assessment, books, moderation and pupil work show that adaptations enable children with SEND to access the intended curriculum without unnecessarily reducing ambition. Progress is evident from individual starting points in reading, writing, spelling and mathematics. Children with greater-depth potential receive and complete appropriately challenging work. The proportion of children meeting school progress and attainment expectations improves from the baseline established at the start of the strategy.
Teaching is more consistently adaptive across the school.	Monitoring shows that staff routinely use clear explanations, modelling, scaffolding, questioning, formative assessment and appropriate challenge. Subject leaders can demonstrate improved oversight of curriculum delivery and identify the impact of professional learning. Staff confidence surveys show

	improvement in adapting teaching for communication, emotional regulation, attention and executive-function needs.
Attendance, punctuality, participation and engagement improve for children facing barriers.	Attendance and punctuality are reviewed termly by group and individual need. Children identified as at risk of absence receive timely, supportive action with families. Attendance improves towards the school's agreed expectations, persistent absence reduces where relevant, and children participate more consistently in lessons, clubs, leadership, physical activity, trips and other enrichment.
Children feel that they belong and are respected as individuals.	Pupil voice, family feedback and wellbeing check-ins show that children feel safe, listened to and included. Children can identify trusted adults and understand how to seek help. Behaviour records and playground or social-time observations show positive relationships, respectful conduct and improved participation for children previously experiencing barriers.
Targeted support is timely, proportionate and effective.	For each child receiving targeted support, the school records the identified need, intended outcome, provision, review date and evidence of impact. Reviews with families and relevant professionals show whether support has improved attainment, progress, attendance, wellbeing, engagement or behaviour. Provision is adapted promptly where evidence shows that it is not yet effective.
The school sustains an inclusive culture through effective leadership and governance.	Governors and leaders receive regular reports on inclusion, including attendance, attainment, progress, participation, wellbeing and behaviour. Leaders can explain how IMF and core-budget activity supports the seven principles of inclusion. Evaluation demonstrates that the strategy is improving consistency and quality rather than creating isolated provision.

Review of the previous academic year

As this is the first publication of our inclusion strategy under the IMF framework, this review draws on our **existing evaluation and SEND audit**.

Our review confirms that:

- Inclusion is embedded across curriculum, teaching and relationships
- Pupils with SEND and additional needs make strong progress from their starting points
- Children demonstrate a strong sense of belonging, confidence and participation
- Inclusive practice is consistent across classrooms and phases

Strengths identified:

- A curriculum designed to ensure access for all learners
- Strong early identification through relational practice and staff knowledge
- Clear commitment to high expectations for all pupils
- Effective use of adaptive teaching to meet a range of needs

Areas for further development:

- Strengthening formal systems for tracking the impact of interventions over time
- Increasing consistency in the evaluation and refinement of targeted support
- Developing clearer data analysis of whole-cohort barriers and trends
- Enhancing parent understanding and engagement with SEND processes

These findings have directly informed the priorities within this strategy, particularly the focus on:

- Precision of targeted provision
- Systematic evaluation of impact
- Consistency as the school continues to grow

Further information

At The Priors School:

- Inclusion is designed into every aspect of provision, not retrofitted
- The needs of the most vulnerable pupils drive whole-school improvement
- High-quality teaching is the primary lever for improving outcomes
- Targeted support is precise, evidence-informed and focused on independence

Our graduated approach ensures that:

- Pupils receive the right level of support at the right time
- Movement between levels of support is based on need and impact over time
- Interventions are carefully selected, implemented and evaluated

This strategy ensures that as our school grows, our inclusive practice remains:

- Consistent and sustainable
- Evidence-informed and impactful
- A model of strong inclusive mainstream education