MILDMAY PRIMARY SCHOOL
INCLUSION STRATEGY

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-27
Date this statement was published	November 2026
Date on which it will be reviewed	July 2027
Statement authorised by	D Mulholland

Statement of Intent

At Mildmay Primary School, we are committed to ensuring that every child is included, valued and able to achieve and thrive. We believe that inclusion is not an additional aspect of school life but the foundation upon which our culture, curriculum and provision are built. Our ambition is that all pupils, regardless of need, background, starting point or circumstance, experience success, belonging and opportunity within a nurturing and aspirational learning community.

Mildmay Primary School aspires to:

- Build a community of respectful, responsible, self-confident individuals who have a voice and make a positive contribution.
- Encourage our community to make the appropriate choices that lead to an emotionally and physically healthy lifestyle, within which attitudes of tolerance, empathy and respect are nurtured.
- Create a secure and intellectually challenging environment based on a broad and balanced curriculum, enabling all children to reach their full potential, whilst inspiring a love of learning.
- Use our experience and expertise to create a wholly inclusive and integrated learning environment for all children on roll at the school, nursery and Resource Base for Deaf Children.
- Support all children to develop the skills needed to take a self-sufficient place in a rapidly changing world.
- Ensure that every child's school experience is engaging, progressive and fun.

At Mildmay Primary School, we firmly support equal opportunities for pupils and staff and endeavour to keep children at the heart of every decision made in school. We have a firm commitment to quality teaching and learning and strive to achieve the highest standards in these areas. Staff, parents, pupils and governors are all part of the partnership process that makes Mildmay an effective team. As valued individuals we all belong to a respectful, caring, unique community where together we grow through fun, active learning.

Section 1: Our Cohort

1.1 Pupil profile and SEND overview

Our school has a roll of 591 pupils, including 21 in our Nursery and 23 in our Enhanced Provision for Deaf Children.

12% (69 children) of pupils are eligible for Pupil Premium funding. 18% (105 children) are eligible for FSM. There are a small number of LAC and PLAC children in attendance and 5 children from service families.

15% of our cohort (88 children) identified with SEND: 5% (31 children) currently have an EHCP, however, there are a further 4 in receipt of IPRA and a number awaiting needs assessment. 57 children receive SEN Support in school. We have a number of children in school with complex SEND needs and overlapping profiles. 23 children access the school via the Enhanced Provision for Deaf pupils, the majority of whom have additional needs beyond their deafness. The SEND profile of the school includes ASD, ADHD, SLCN, Deafness, SEMH and Medical/disability needs.

15% of the cohort are recorded as EAL and 25% (143 children) are recorded as an ethnicity other than White British (WBRI) – this percentage has been steadily growing in recent years.

Pupil numbers and percentages correct as at 30.09.2026

1.2 Key barriers to learning identified

Challenge number	Detail of challenge
1	**Stamina for Reading/Writing (inc. SPAG)** – where attention spans have been eroded by a world where reels, clips, short videos and instant gratification dominate for a proportion of (over 80% of children aged 7+ are active online), the stamina to engage with longer English tasks and to earn achievement has been eroded too. Re-building the capacity and resilience by retraining children to want to work hard for extended periods of time is increasingly necessary.
2	**Language, Communication & Socialisation** – 31% of SEND pupils have identified speech, language and communication needs as do all deaf children. EYFS baseline assessments show an increasing proportion of pupils entering school below age-related expectations in communication and language. Increased numbers of pupils requiring social communication and interaction support have been identified through SEND profiling and pastoral review processes.
3	**Attitudinal Engagement & Attendance** – Case studies and direct observation shows there is a profile of pupil at Mildmay who disengages with their education, either through non-attendance or displaying a lack of resilience with work when in attendance. Part of this can be attributed to the varied expectations and priorities in the home and part to self-esteem and self-worth. An Inclusive and accessible learning environment is key to the reconnect that such children require.
4	**Persistent & Severe Non-Attendance** – There is a identified gap (VYED) between the attendance of the SEND and PPG cohorts and the rest of the pupil population (5-7% lower attendance in 2025-26). Addressing the individual barriers that prevent SEND and PPG individuals from attending in the most persistent and severe cases will undoubtedly improve the opportunity for progress for the individual and the overall attendance of the vulnerable cohort.

Section 2: Our Universal Offer

'Aim to improve your general provision, rather than always increasing additional provision' - Marc Rowland

2.1 Ambitious leadership and governance that embeds inclusion *DfE Principle 1*

Our identified inclusion lead works closely with SENCO and SLT to ensure Inclusive culture and practice across the school. Two identified governors with Inclusion remit to monitor and report to Local Governing Committee. Senior management roles with dedicated overview of Disadvantaged strategy, Pastoral Support, Deaf Provision, SEND Provision, Attendance & Behaviour.

Leaders at all levels subscribe to the view that 'Inclusion' is for everyone at Mildmay Primary School; what is good practice for the vulnerable can have a positive impact for all. An example of this would be VPbH, which was introduced as an adaptation to enable deaf children to access whole class phonics; the impact of this was soon evidenced through the wider cohort and has now been launched across EYFS and year 1, supporting those with EAL, S&LD and global delay to access the same learning as their peers.

Following a period of research and development, which built upon the school's existing experience and brought together examples of good practice, the school launched its tiered approach to inclusion of deaf children in a mainstream primary in January 2024. This has been hugely successful not only for our deaf learners but also in building on and underpinning our school's strong inclusive culture, including empowering staff at all levels.

Building on the success of the tiered approach, the school is extending these principles to the development of both its pastoral and disadvantaged provision. As this framework is already embedded within the school's practice and understood by staff, it offers a strong foundation from which to further develop a cohesive and effective whole-school approach to inclusion.

Half termly meetings of a dedicated Inclusion team discuss children and their personal barriers to learning. Appropriate Pastoral triage and SEND identification ensure that adaptations on an individual, group, cohort and global level are adopted where necessary.

2.2 Evidence-based support prioritising early intervention *DfE Principle 2*

Regular meetings between DHT, AHT, HoRB, SENCo and Pastoral Lead(s) support effective collaboration ensuring a coordinated approach to support for children and families in addition to the half-termly Inclusion team meetings (as above)

Mildmay Primary School use a range of strategies, including research from EEF and similar, to gather evidence to support early identification and intervention these include:

- Regular gap analysis, inclusion profiling, SEND data, pupil progress meetings, speech and language assessments (CBR), phonics intervention data, early years assessment, and classroom observations to identify gaps in provision to be addressed.
- Collaboration with families, one planning, pupil voice, CPOMs analysis, attendance monitoring (with early intervention/SAM meetings) to identify pastoral, mental health and emotional needs for a range of pupils.
- Pupil premium strategy which identifies barriers and using evidence-based interventions, transition support for identified children in all years (particularly for Year 6 to secondary).

The SEND department's graduated approach and the Enhanced Provision's tiered model share a common commitment to evidence-informed practice and early intervention. When developing the tiered approach, a key consideration was ensuring support could be put in place to prevent barriers to accessing learning, enabling deaf learners to participate fully in school life and make strong progress from the earliest stages.

Building on the success of both the graduated approach and tiered model, the school has applied the same principles to its pastoral inclusion and disadvantaged provision, further embedding a consistent whole-school approach to inclusion.

Across all areas, universal and targeted support is designed to identify emerging needs early and to provide timely intervention, ensuing children receive the right support at the right time.

2.3 High-quality teaching with a curriculum designed for all learners *DfE Principle 3*

As part of our strategy for Inclusion, Mildmay Primary has developed a consistent expectation for the quality of teaching while simultaneously developing middle leaders to identify and address the learning needs of the cohort in front of them. The Mildmay 4-Part Pedagogy (M4PP incl. Adaptive teaching, metacognition and dual coding practices) seeks to ensure that provision for all pupils in all contexts meets expectations both in terms of appropriate challenge and accessibility.

Our curriculum is broad, balanced, progressive and engaging with many additional features that promote inclusion throughout the school. Our in-house BSL curriculum, a Voice21 approach to oracy across the curriculum, 'Votes for Schools' (enabling every child to have a voice and express a considered opinion) and a marking policy focussed on verbal feedback and in-the-moment marking providing formative evidence for curriculum planning.

All teachers have involvement in curriculum development and evolution through shared roles as subject leaders and through Year team PPA. Additional instructional coaching for teacher development, provides professional opportunity to share best practice and refine inclusive practice alongside a programme of professional development meetings (PDM) throughout the year.

Reflecting the SEND Code of Practice expectation that teachers are responsible and accountable for the progress and development of all children in the class. Inclusion is not limited to learning needs; we also support pupils with medical needs by ensuring appropriate care plans, tailored adjustments and effective communication with key staff, enabling every child to participate fully and confidently in school life.

2.4 Accessible and enriching provision beyond the classroom *DfE Principle 4*

We believe that accessible and enriching provision extends beyond the classroom to ensure all pupils have the opportunity to participate fully in the wider school life. For us, this includes play times and lunch times offering a range of accessible equipment, play leaders and an inclusive break and lunchtime club

A wide-ranging Enrichment programme throughout the school including curriculum enhancement, clubs and activities, community participation and charitable practices exists to support the inclusion, contribution and opportunity for all children. (Mildmay Primary School - Curriculum Enrichment)

These opportunities include:

- Pupil leadership roles and responsibilities (pupil council, class monitors, house captains, VFS ambassadors, play leaders etc.)
- Sporting and performance opportunities (eg. Mildmay's Got Talent, Christmas and leavers play, harvest, sporting competitions/tournaments and events for all abilities and all year groups, Growth through Sport, choir events and weekly celebration of achievements in assemblies.
- Educational visits for year groups and smaller identified groups
- Pupil premium/disadvantaged enrichment opportunities such as forest school, cooking and gardening club
- Culture, identity and belonging strategies including Deaf Studies, Panathlon, an anti-racism strategy, provision for young carers, child-led charity fundraising, community assemblies, assemblies – belonging and respect, themed events.

Through reasonable adjustments, targeted support and proactive approach to removing barriers, we aim to promote participation, belonging and personal development for all learners.

In 2022, as part of this universal approach, Mildmay Primary School launched our whole school BSL curriculum which seeks to removes barriers for Deaf learners for life, by prioritising communication equity, while developing communication skills for all.

Our school's commitment to embedding oracy gives children the communication skills and confidence to participate fully in the wider life of the school. Pupils can share their views and experiences, ask questions and seek clarification, advocate for themselves and others, negotiate and resolve disagreements.

2.5 A safe and respectful culture fostering belonging and attendance *DfE Principle 5*

The Simple Six behaviour code promotes a culture of kindness, respect and responsibility among all members of the school community. Expectations, praise and behaviours are couched in these 6 terms wherever possible and opportunity for reflection and reparation are integral to a culture of belonging.

The 2025 introduction of a school focussed anti-racism strategy supports the voice of ethnic/faith groups in school and fosters a greater sense of belonging for potentially isolated pupils. Strongly supporting the embedding of British Values at the school (Mildmay Primary School - Anti-Racism Strategy)

Pastoral, curricular and behaviour support practices encourage full participation from the most vulnerable. Soft starts for some, inclusion monitoring (via meetings and profiles) behaviour support plans and consistent support plans, zones of regulation in all classes and for individuals, assemblies, Votes for Schools, etc. Children are also invited to organise and run their own clubs – e.g. darts, colouring.

Inclusion is not limited to learning needs; we also support pupils with medical needs by ensuring appropriate care plans, tailored adjustments and effective communication with key staff, enabling every child to participate fully and confidently in school life.

Our deaf provision contributes to a safe and respectful culture by fostering both belonging and identity. Through Deaf Studies, pupils develop a positive understanding of deafness, Deaf culture and their own identity, while our whole-school approach to communication ensures deaf pupils can participate fully alongside their peers.

This culture is further strengthened through assemblies, enrichment opportunities and awareness-raising across the school, reflecting our commitment to valuing individual communities whilst nurturing a strong, inclusive whole-school community, creating communities within communities where every pupil feels seen, respected and valued.

Our proactive and supportive approach to attendance has seen a decreasing persistent absence rate which is consistently below the national average.

Pastoral, curricular and behaviour support practices encourage full participation from the most vulnerable. Soft starts for some, inclusion monitoring (via meetings and profiles) behaviour support plans and consistent management plans, zones of regulation in all classes and for individuals, assemblies.

Support is offered for re-integration after a period of absence. Regular check-ins and bespoke support is offered for those who need more help to belong and attend.

2.6 Strong partnerships with families and wider services *DfE Principle 6*

Open communication from Senior Leaders, Pastoral Team, SEND Team, Resource Base Team and a range of other groups, ensures parents/families are involved in inclusion practices from an early stage.

There is a commitment from the school to maintain support beyond a child's time at the school, managing effective and appropriate transition to destination schools whether at EoKS2 or mid-year.

Parent Meetings/workshops for all years (eg. Phonics, times tables, spelling, reading, SATs) support engagement with families – a regular 'Coffee & Conversation' event brings parents of SEND children into school to share experience and hear from experts in the field. An open-door policy makes staff available to talk to parents at the end of each day, while more formal one-planning, annual reviews, and specific family support/liaison all promote open dialogue for about a range of concerns, needs and vulnerabilities.

Mildmay Primary School also hosts pre-school parent support groups for those parents with Deaf children (PIPS) and Post-adoption children (STARS)

A strong association with Tile Kiln Church and Pastor Tim Goodall provides assemblies and local area visits centred on the Christian faith. Other community assemblies (inc. faith and cultural themes), develop inclusive 'belonging' for all children.

Parent volunteers supporting in-school and a very active PTA (FOMPS) provide further community engagement opportunity.

Mildmay Primary utilises a variety of other strategies to engage with the school community including the Multi-Academy Trust Community award programme that has been developed to promote pupil charitable awareness, contribution and interaction.

The Tiered Pastoral offer at Mildmay ensures that pupils, parents and staff are all signposted or referred to external support (specialist Tier 3) and provision where our in-school universal and targeted provision cannot provide the necessary expertise..

2.7 Inclusive environments with continuous improvements to accessibility *DfE Principle 7*

Through a whole-school commitment to effective communication, environmental adaptations and inclusive teaching practices, we create accessible learning environments for deaf and vulnerable pupils.

Continuous reflection and improvement of our inclusion approaches (inc. SEND Graduated approach) ensure that accessibility remains central to our provision, enabling all pupils to engage, achieve and belong. Importantly, many of the approaches that improve access for one cohort of vulnerable learners (eg. Deaf - such as clear communication, visual support, effective classroom routines and high-quality teaching), also benefit a wide range of other pupils and are all in line with our school's four-part pedagogy. In this way, accessibility enhancements and adaptations support many while disadvantaging none, strengthening inclusion across the whole school community.

Regular audits/risk assessments of environment ensure that classrooms are set out considering the needs of all learners (eg. Workstations and safe spaces, sensory aware learning areas). Classroom displays are organised and clear using a consistent format and neutral colour to avoid sensory overwhelm.

Mildmay Primary School adopts a policy of clear, accessible communication with all parents/carers - specific support and adaptation is available for parents who are unable to access standard communications (eg. EAL, deaf, non-readers),

All reasonable adjustments are made to support all learning (e.g Visual Stress testing leads to coloured sheets and overlays for some) Adapted resources ensure all learners can access the learning and the school uses assistive technology to support communication of non-verbal learners.

Pupil voice through the school council and other forums allow children to have a say in how to make our school more accessible. Pupil roles of responsibility support (eg. Play Leaders) promote inclusion through engagement in inclusive play activities and interactions.

Staff are trained in inclusive and SEND practice, we are a TPP and attachment aware school. Staff awareness of a range of vulnerabilities (with bespoke training for key personnel – eg. young carers, ELSA)

Each child's experience and environment is monitored through inclusion profiling and is adapted or changed provision to achieve the most inclusive path for all children.

Section 3: Our Targeted Provision

3.1 Current targeted interventions

Whole School provision & Interventions

A wide-ranging selection of interventions are available to children throughout the school and include:

- AFALS & Precision Teaching,
- Bucket Time,
- ELSA,
- Forest School,
- Gym Trail,
- HOPE Course, HOPE Music (by Big Love Charity),
- Number Stacks,
- Pastoral – soft start,
- Pastoral 1:1, pastoral check in & lunch club,
- Phonics tracker/ELS, SLCN 1:1 & Talkboost
- SJH Counselling,
- Time to talk,
- Write Well,
- Young Carers,
- Zones of Regulation,
- RockSteady
- Cooking club,
- IXL for identified children to extend or support learning both in class and at home,
- Numbots,
- Timestables club – invited children,
- Year 6 interventions & SATs support

Additional Deaf provision & intervention

Culture and identity (accessible to all deaf children who access the enhanced provision) includes:

- early morning routines,
- Deaf Studies,
- BSL,
- Deaf enrichment experiences including trips and visits (eg. Panathlon).

The RBDC targeted offer (Tier 2) includes

- Academic and social, emotional and mental health support.
- News,
- Small group work with Teachers of the Deaf and/or support from our Deaf Mentor.
- Speech, language and communication therapy.

3.2 How we ensure interventions are effective

- Interventions selected are evidenced informed
- pupils' needs are clearly identified before support begins,
- baseline assessments are used to measure starting points, regular assessments are carried out to monitor impact of interventions,
- interventions adapted or changed if progress of children is limited,
- staff delivering interventions receive appropriate and ongoing training and resources,
- programmes are delivered effectively, regularly and with fidelity,
- monitoring of interventions takes place from SLT to ensure they are of high quality and training needs identified,
- timetabling minimises loss of curriculum learning,
- external specialist advice informs planning, data (attendance, attainment, progress) is analysis to identify trends,
- impact of interventions is reported to governors/BAT/other leaders,
- Progress towards one plan, EHCP, PEP targets is monitored and adapted as appropriate,

- pupil voice is utilised to add to the data on impact, parents involved in the process of analysing the impact of interventions,
- successful interventions identified and scaled up in other areas of the school (eg. ELS into upper school),
- Class teachers review impact and ability to link intervention learning back into the classroom learning,
- class teachers and year leads are accountable for progress and monitoring the impact of interventions and ensure the targeting of children is reviewed regularly,
- pupil progress meetings and monitoring of assessments ensure accuracy of data to ensure support and interventions are effective,

Section 4: How We Will Deploy Our Funding

How we will spend our inclusion funding

We recognise that high-quality teaching has the greatest impact on outcomes for vulnerable pupils. Our strategy therefore adopts a tiered approach, prioritising excellent classroom practice alongside targeted academic support and wider strategies that address barriers to learning. We will focus our resources on the factors within our control that have the most significant impact on pupil achievement, wellbeing and engagement.

We will carefully assess the specific academic and non-academic challenges faced by disadvantaged and vulnerable pupils, including those who are young carers, have a social worker, or experience other forms of vulnerability. The actions outlined in this strategy are designed to support these pupils regardless of their eligibility for additional funding.

This work is aligned with our wider school improvement priorities, including the development of positive learning behaviours, personal attributes, and pupils' physical and mental wellbeing. While our primary aim is to improve outcomes for vulnerable pupils, we expect all pupils to benefit from these improvements in teaching and provision.

In developing and evaluating our approach, we draw on evidence-informed practice, including guidance from the Education Endowment Foundation (EEF), selecting strategies that are proven to be effective and appropriate to the context and needs of pupils at Mildmay Primary School.

Many of the barriers experienced by vulnerable cohorts overlap. Our Inclusion Strategy, therefore, complements our Pupil Premium Strategy Statement, SEND Graduated Approach, Deaf Provision and Pastoral tiers, with funding deployed in a coordinated way to improve attendance, strengthen emotional wellbeing, enhance access to learning, and provide targeted academic support. Further details of specific Pupil Premium expenditure can be found in the school's published Pupil Premium Strategy Statement.

Teaching — Budget £10,400

Activity	Evidence to support the approach
Mildmay 4 Part Pedagogy: - Build on prior Knowledge - Direct Teaching - Oracy - Live Marking and Feedback	Activity addresses barrier 1, 2 & 3 At Mildmay Primary School, inclusion is secured through our 4-Part Pedagogy: Building on Prior Knowledge, Direct Teaching, Oracy, and Live Marking & Feedback. By connecting new learning to existing knowledge, providing clear modelling and explicit instruction, developing high-quality classroom talk, and responding to learning through immediate feedback, we ensure that all pupils can access the curriculum, participate fully and achieve success. Evidence to support the approach Research suggests that activating prior knowledge reduces cognitive load and improves long-term retention of learning. Explicit teaching and modelling support pupils in developing new knowledge and skills, while adaptive teaching and responsive feedback enable teachers to address misconceptions and remove barriers to learning. Evidence also demonstrates that purposeful classroom talk deepens understanding, strengthens communication skills and improves outcomes across the curriculum. https://www.ambition.org.uk/blog/using-prior-knowledge-tackle-memory-retention-and-reduce-cognitive-load/ https://walkthrus.co.uk/how-does-it-work https://educationendowmentfoundation.org.uk/news/engine-room-of-adaptive-teaching *Willingham's simple model of learning*
Oracy across the school - Voice 21	Activity addresses barrier 2 Mildmay Primary School has adopted a whole-school approach to oracy through Voice 21. Structured opportunities for discussion, reasoning, presentation and collaborative talk are embedded across the curriculum, ensuring that all pupils develop the language, confidence and communication skills needed to succeed in school and beyond. Evidence to support the approach

Activity	Evidence to support the approach
	Evidence indicates that high-quality oracy education improves attainment, engagement, confidence and wellbeing. The Education Endowment Foundation reports that oral language approaches can lead to significant gains in learning, while Voice 21 research highlights the role of oracy in promoting social equity, critical thinking, self-expression and positive relationships. https://voice21.org/oracy-across-the-curriculum-the-evidence/ https://indd.adobe.com/view/24fd66e2-35b0-4d3f-b52d-ca0cec351397 https://d2tic4wvo1iusb.cloudfront.net/production/documents/projects/Oracy_Curriculum.pdf?v=1792679504
Instructional Coaching	Activity addresses barriers 1 & 3 Mildmay Primary School invests in evidence-informed instructional coaching to support continuous professional development. Through modelling, deliberate practice, feedback and reflection, staff develop and refine teaching approaches that improve outcomes for all pupils. Evidence to support the approach Research demonstrates that sustained, high-quality professional development has a positive impact on teaching quality and pupil outcomes. Instructional coaching is particularly effective because it focuses on specific classroom practices, ongoing feedback and opportunities for repeated practice, leading to lasting improvements in teaching and learning. Sims et al. (2021) *Characteristics of Effective Professional Development: An EEF Systematic Review* https://steplab.co/resources/beginners-guide-to-instructional-coaching/66d9d0ea0982810001156c8f
Broad and balanced curriculum (inc.BSL and VPbH)	Activity addresses barriers 1 & 3 Our curriculum is ambitious, inclusive and accessible to all learners. Pupils benefit from a broad range of academic, creative, physical and personal development opportunities, including British Sign Language (BSL) and Visual Phonics By Hand (VPbH). Teaching is adapted through scaffolding, overlearning and appropriate support to ensure all pupils can access the curriculum and achieve success. Evidence to support the approach Research consistently identifies high-quality teaching as the most effective way to improve outcomes for pupils with SEND and other additional needs. Evidence also suggests that a broad and balanced curriculum promotes engagement, wellbeing, inclusion and long-term achievement. Providing access to communication systems such as BSL further strengthens participation, belonging and equality of opportunity for all learners. EEF - Special Educational Needs in Mainstream Schools (2020) - identifies high-quality teaching as the most important way to support pupils with SEND and emphasises the role of adaptive teaching. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send EEF - Adaptive Teaching guidance - supports the idea that teachers should respond to pupil needs through flexible, planned adjustments. https://educationendowmentfoundation.org.uk/news/effective-teacher-feedback-understanding-in-adaptive-teaching
Adaptations	Activity addresses barriers 1,2, 3 & 4 At Mildmay Primary School, adaptations are used to remove barriers to learning while maintaining high expectations for all pupils. Through strategies such as scaffolding, additional modelling, visual supports and pre-teaching, we ensure that every child can access the curriculum and learn alongside their peers. Evidence to support the approach Evidence suggests that effective adaptations improve access to learning without lowering expectations. The Education Endowment Foundation highlights that adaptive teaching, scaffolding and explicit instruction are key approaches for supporting pupils with SEND and promoting independence.

Activity	Evidence to support the approach
	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send

Targeted Support

Budget £9,200

Activity	Evidence to support the approach
Pastoral Interventions (e.g. soft starts, HOPE, lunch club, SJH Counselling, Young carers etc.)	Activity addresses barriers 3 & 4 A range of pastoral support is provided to meet pupils' social, emotional and wellbeing needs, including soft starts, HOPE provision, lunch clubs, counselling services and support for young carers. Interventions are tailored to individual circumstances to help pupils feel safe, supported and ready to learn. Evidence to support the approach Evidence suggests that social and emotional learning programmes can improve wellbeing, behaviour and academic outcomes. Targeted pastoral support helps pupils develop emotional regulation, resilience and positive relationships, enabling them to engage more successfully with learning. Social and Emotional Learning – EEF (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.
Attainment/Learning Intervention (e.g. gap analysis groups, Precision Teaching, SaLT, ShREC etc.)	Activity addresses barriers 1 & 3 Targeted interventions are delivered to individuals and small groups to address identified gaps in learning and communication. These may include Precision Teaching, speech and language support, ShREC approaches and focused academic interventions led by trained staff. Evidence to support the approach Research indicates that teaching assistants can have a positive impact when they receive appropriate training and deliver structured interventions. Diagnostic assessment and targeted tuition enable support to be tailored to specific learning needs, improving progress and accelerating achievement. LSA interventions – EEF - +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Specific training for our LSA team is provided throughout the year so they are able to implement targeted support for individuals or small groups of children. Evidence shows that where teaching assistants are trained to deliver interventions to small groups or individuals it has a higher impact than LSAs working in the general classroom environment. https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Tutoring_Guide_2022_V1.2.pdf?v=1668439120 Use of diagnostic assessment creates targeted and effective tuition – see p8&9 for case study
Medical Needs Support	Activity addresses barriers 3 & 4 We are committed to ensuring that pupils with medical conditions can fully access education and participate in all aspects of school life. Through personalised planning, staff training, reasonable adjustments and effective partnership working with families and healthcare professionals, we meet individual needs while promoting inclusion and wellbeing. ***Individual health care plans*** Evidence to support the approach Research highlights the importance of early intervention, personalised support and inclusive practice for children with medical needs and neurodisabilities. Effective support reduces barriers to attendance, participation and achievement, helping pupils remain fully engaged in school life.

Activity	Evidence to support the approach
	https://assets.publishing.service.gov.uk/media/5ce6a72e40f0b620a103bd53/supporting-pupils-at-school-with-medical-conditions.pdf Evidence from a national study of over 2.3 million primary-aged pupils in England found that children with neurodisabilities experienced significant and persistent attainment gaps throughout primary school, highlighting the importance of early intervention, personalised support and inclusive educational practices. https://adc.bmj.com/content/111/8/709

Wider Strategies

Budget £6,248

Activity	Evidence to support the approach
Pupil Voice (via Pupil Council and V4S)	Activity addresses barrier 2 & 3 The school values pupil voice and seeks regular feedback from pupils about their experiences of school, learning and support. Pupils are encouraged to contribute to decisions about their provision where appropriate. A strong sense of belonging is promoted through inclusive language, representation in the curriculum and opportunities to take part in wider school life. Build a culture of community and belonging for pupils https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils *"To create an environment that is genuinely positive and supportive for all pupils, without exception, school leaders and teachers should seek to understand the activities and interactions driving pupil development in each 'microsystem' within the school – the classes that pupils attend as well as the corridors and outside areas."*
Transition Support (into Reception, between key stages and out of school)	Activity addresses barrier 3 & 4 We recognise that transitions are significant moments in a child's educational journey. We are committed to providing inclusive, personalised and well-planned transition arrangements that promote continuity of learning, emotional wellbeing and a sense of belonging. Through effective information sharing, collaboration with families, tailored support for vulnerable learners and opportunities to develop positive peer relationships, we aim to ensure that every child experiences a successful transition and is fully prepared to thrive in their new environment. https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Transition_tool.pdf?v=1717148065
Access to enrichment opportunities: Sporting and Performance, Educational Visits, Themed days, including 'show Racism the Red Card' and 'Hello Yellow'	Activity addresses barriers 2, 3 & 4 A wide range of enrichment opportunities, including Forest School, cooking, Rock Steady and extracurricular clubs, are offered to broaden pupils' experiences, develop life skills and foster personal growth. The school is committed to ensuring that all pupils, including those who are disadvantaged, have SEND, are EAL or who face other barriers, can access a wide range of enrichment opportunities. Enrichment is seen as an integral part of the curriculum, not an optional extra. Opportunities such as clubs, educational visits, visiting speakers, arts and cultural experiences, leadership roles, competitions, sports, performances and community-based activities are planned to broaden pupils' experiences, raise aspirations and strengthen cultural capital. EEF - Arts Participation: guidance report - indicates that participation in the arts can have positive effects on academic and wider outcomes, particularly when access is inclusive. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Evidence to support the approach Evidence suggests that enrichment activities can positively impact both wellbeing and academic outcomes. Access to arts, cultural experiences and extracurricular opportunities helps build confidence, resilience and cultural capital, particularly for pupils who may face barriers to participation outside school. Life skills and enrichment – EEF - +4 https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment

Activity	Evidence to support the approach
	Evidence shows that the benefits of curriculum enrichment opportunities have a positive impact on both learning and wellbeing. Cultural Capital and educational success https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Research on cultural capital argues that extracurricular activities may enhance children's intellectual creativity, breadth, and scope. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from clubs outside of school due to the associated financial costs (e.g. equipment). By providing physical activities and access to the arts free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Effective Inclusive Adaptation promotes engagement and resilience	**100% of children benefit from Universal Inclusion offer.** Universal offer for Inclusion in every classroom benefits from: • Use of appropriate schemes, interventions and structures underpinning learning, • Adaptive planning drawing on gap analysis and the marking cycle • Quality first teaching from reflective professionals Pupil, parent and staff perceptions will ascertain the extent to which children have benefitted. Evaluation against the School development priorities and external review via BAT programme will provide verification of impact.
Oracy Rich Inclusive Learning	**100% of children access Oracy opportunity on a daily basis.** **80% of lessons seen by SLT to exploit Oracy opportunity.** Dialogue, engagement and socialisation skills developed from EYFS upwards through: • All Core lessons and majority of Foundation learning exploits oracy opportunity (applying principles of ShREC, V21 and VFS as appropriate) • All children, regardless of barriers, provided with opportunity to make verbal and/or signed contributions to learning conversation. SLT monitoring, Lesson observation and climate walks will establish the effective implementation of oracy strategies throughout the curriculum.
Increase sense of (pupil) Belonging	**Pupil perceptions surveys (across the academic year) show upward trend in understanding of Inclusion/enrichment.** By promoting and providing challenges, opportunities and engaging learning approaches, those children who have a disconnect with learning will be: • Supported to participate fully in all aspects of learning and school life • Encouraged take the most of opportunities presented to them • Provided with experiential learning and development in and beyond the classroom • Able to enjoy their time at school • Make good or accelerated progress from their various start points Attainment data, Inclusion Profile reports and attendance certificates will provide evidence of increased 'belonging'.
PA and SA targets for 2026-27 achieved	**2026-27 PA <8.5%, SA <1%** Persistent and Severe Absenteeism supported through: • Bespoke adaptation and reasonable adjustment enabling increased attendance • Family liaison, guidance and support – HT liaison HT data tracking, monitoring and CPOMs records will record process and impact of Attendance intervention.

Section 6: Governance and Accountability

6.1 Local Governance

Our named governor links for inclusion are Carolyn Redmill and Sarah Taylor who visit the school once per term to meet with the Inclusion Lead, Disadvantaged Lead & SENCo to review inclusion data and impact. They produce a written report for each LGC meeting using the BAT governor inclusion monitoring sheet. The full LGC reviews the inclusion strategy annually and receives a termly inclusion data dashboard.

Standard governor questions include: Is the SEND attainment gap narrowing? Are PP and SEND pupils participating equally in enrichment? Are our interventions working? Is our funding being used effectively?

Governor training on SEND is completed annually via the National College. A dedicated governor training session on the Inclusion Strategy requirement is planned for Spring 2027.

6.2 Bridge Academy Trust Assurance

Inclusion is reviewed at each BAT school improvement review, where the Trust Executive Leader for Primary School Improvement scrutinises inclusion provision alongside attendance, behaviour and attainment. Schools engage with local authority reviews when offered. Our school's inclusion strategy is submitted to BAT as part of the annual self-evaluation cycle. We contribute to Trust-wide inclusion learning through shared CPD and the BAT Inclusion Network (termly SENCo collaboration across all BAT primary schools). Our strategy is aligned to the BAT Inclusion Values & Principles Framework.

6.3 Publication and accessibility

This Inclusion Strategy is published on our website in the 'Inclusion and SEND' section. Alternative formats on request.

It was approved by the Local Governing Committee on (Next LGC) and published November 2026

It will be reviewed and republished annually, no later than 31 December each year.

Parents wishing to discuss this strategy are invited to contact our Inclusion Lead, Mrs V Turner via the school email address parents@mildmayprimary.org