Inclusion Strategy – Swinemoor 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
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	SPS Governing Body and Head Teacher

Statement of intent

Swinemoor Primary School's inclusion strategy aligns with the Seven Principles of Inclusion. This highlights seven key areas (or principles) for creating inclusive, high-quality education in a mainstream setting. These Seven Principles are as follows:

1) Ambitious leadership and governance
2) Evidence-based support
3) High quality teaching
4) Accessible and enriching provision
5) Safe and respectful culture
6) Partnership with families
7) Inclusive environments

The document that accompanies this broader statement of intent explains fully how Leaders and Governors are determined that inclusion at this school should be built in rather than bolted on. The needs of our pupils with additional needs and SEND are met alongside those who do not. Working with families and the wider school community, we have developed an inclusion strategy that is intended to meet the needs of **all** learners.

Barriers to learning and participation

Our community brings many strengths and also many challenges.

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	Increasingly low starting points in oral language skills. *Evidence: A gradual decline on entry to the school in last three years. Increasingly fewer pupils are arriving at expected standard, as shown in base line entry assessments.* Priority: High. Groups particularly affected: PPG, SEND, EAL
2	Increasingly poor foundational skills – poor handwriting, spelling, phonics, reading fluency, writing, number facts, memory, attention, executive functioning. *Evidence: A gradual decline on entry to the school in last three years, as shown in base line entry assessments. Also demonstrated in lessons, work books and formative and summative assessments.* Priority: High. Groups particularly affected: PPG, SEND, EAL
3	Increasingly high SEMH needs – difficulties with self-regulation and appropriate learning behaviours. *Evidence: Demonstrated in lessons, assembly, lunch-times and breaks. Recorded on CPOMS and on Behaviour Log.*
4	Increasing number of families in crisis and increasingly limited access to home-based enrichment activities. *Evidence: Increasing number of cases recorded on child protection logs/CPOMS; and increasing number of requests for referrals and family support.*
5	Attendance – data shows that some groups of pupils have lower attendance and higher rates of persistent absence. *Evidence: Detailed on Arbor.*

Activity in this academic year

This academic year we will prioritise the following to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND:

NB Some activities have 'N/A' recorded as their total budgeted cost. These activities very much form part of our Inclusion offer, but are funded by our core school budget (including the notional SEN budget) rather than by the Inclusive Mainstream Fund (IMF).

Description of activity	Activity type	Total budgeted cost
All activities are underpinned by the following: • *Learning Behaviours Initiative* • *A Biorhythmic Timetable* • *High expectations of behaviour* • *A rich, aspirational curriculum* • *High-quality teaching* • *Enrichment Offer*	*Universal*	*N/A*
Chatta – oracy resource and support for staff and pupils (1) (2)	Universal	£850
Speech and Language - individual, paired and group interventions, delivered by a specialist (1) (2)	Targeted	£1500
Whole staff Phonics CPD at regular points throughout the year delivered by an expert (1) (2)	Universal	£4740
Lower school staff Phonics support throughout the year delivered by an expert (1) (2)	Targeted	*Included in the above price*
Bespoke teaching interventions delivered by specialist tutor (1) (2)	Targeted	£4000

Social Stories Devised by SPS in association with Chatta - Lunchtime Sessions delivered by SENCO (3)	Targeted	*N/A*
Play Club, with turn-taking and time-to-talk structured activities (3)	Targeted	*N/A*
SEMH interventions delivered by specialist tutor (3)	Targeted	*N/A*
Monthly drop-in sessions provided at school, led by School and Community Senior Practitioner and School Nurse (4)	Universal	*N/A*
New Enrichment Offer of 16 clubs provided at lunchtimes, led by individual staff members (4) (5)	Universal	*N/A*
Rewards and treats provided to improve attendance (5)	Universal	£2000

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
1. Improved speaking and listening skills on exit from EYFS, KS1, KS2.	Data on exit from each key stage will show a higher number of children are attaining ARE than last year's cohorts - *documented on class teachers' Aviate records.*
2. Improved foundational skills across the school.	Lesson observations and drop-ins will showcase more learning – *documented on Monitoring Spreadsheet*; work books and on-going assessments will demonstrate improved standards – *documented on Monitoring Spreadsheet*; end of key stage data will improve in EYFS *(2026 – 71% GLD)* and Y6 *(2026 – 77% Combined).* Y1 Phonics Testing will show improved scores (*2026- 70% pass)*
3. Improved regulation and learning behaviours in classrooms and during other parts of the school day.	Lesson observations and drop-ins will showcase pupils accessing the curriculum in a calm and regulated manner *(documented on Monitoring Spreadsheet).* The playground,

	assembly hall and lunch hall will be calm and purposeful (*documented on Behaviour Logs and on CPOMS).*
4. The vast majority of pupils will access enrichment activities in school.	Enrichment passports will show that pupils are accessing enrichment activities (*data analysis documented on class teachers' grids).*
5. Pupils with poor attendance and/or persistent absence will attend more regularly.	Attendance data will show improvement of poor/persistent attendees *(documented on Arbor and Base Camp).*

Review of the previous academic year

To be reviewed in December 2027.

Further information

Please read the Inclusion Strategy Paper which accompanies this for a detailed explanation of how the principle of Inclusion was in place at Swinemoor Primary School before any funding was released. Additional funding allows us to enhance what was previously in place.

Swinemoor Primary School's Inclusion Strategy aligns very closely with our Pupil Premium Strategy, which also describes relevant research highlighted by the EEF, the Ofsted Inspection Framework and the DfE.

Swinemoor Primary School's SEND Policy states that SEND Needs and Provision can be considered as falling into four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

It should be noted that the first three of these areas of need align directly with many of the barriers to learning identified in this Inclusion Strategy.