

Inclusion Strategy Monkleigh 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	September 2026
Date on which it will be reviewed	August 2027
Statement authorised by	K Reeves (Headteacher) C. Slocombe (Chair of Governors)

Statement of intent

Our vision is that every child at Monkleigh Primary School experiences a sense of belonging and is supported to participate, learn and achieve. We will continue to strengthen our inclusive universal offer (OAIP), so that pupils with additional needs and SEND can access high-quality teaching alongside their peers wherever possible.

We will continue to build upon our whole-school culture where pupils feel safe, valued, respected and included. Regular opportunities for pupils to contribute to decisions about their support will strengthen their sense of belonging. Staff will use consistent relational approaches, to support emotional wellbeing and regulation.

Our strategy focuses particularly on improving adaptive teaching, inclusive pedagogy, pupil regulation, continuing to improve attendance, early identification and pupil voice.

We will utilise Forest School as a key therapeutic and inclusive provision supporting emotional wellbeing, regulation, attendance and engagement. Forest School will provide support throughout the school day including: Soft start sessions for identified pupils. Lunchtime nurture provision. Emotional regulation support. Structured intervention groups, Reintegration support following periods of absence. Targeted support for pupils with SEND, SEMH and attendance concerns. Opportunities for confidence building, resilience and social development.

The strategy will be informed by school data, including pupil progress data, attendance data, SEND, behaviour and from learning walks and pupil voice. Early Support Plans will be developed for identified pupils.

Staff will receive ongoing professional development in adaptive teaching, inclusive pedagogy, cooperative learning, relational practice and how to support pupils' regulation.

We will work with pupils, families, staff and governors to review the impact of our approach termly and adapt provision in response as necessary.

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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	SEMH, regulation and dysregulation Review of SEND, attendance, behaviour and school data has identified SEMH as an area of need. Analysis has identified patterns of dysregulation and behaviour incidents which can affect pupils' access to learning and participation. A small number of pupils require personalised support and bespoke provision.
2	Quality and consistency of adaptive teaching Learning walks undertaken during the initial implementation period identified variation in adaptive teaching, task design and scaffolding. Some pupils require greater access to appropriately differentiated tasks, explicit instruction and opportunities to work cooperatively.

3	Early identification and graduated support Some pupils require earlier identification of emerging needs and more consistent recording of strategies and outcomes. Early Support Plans will provide a structured approach to identifying barriers, agreeing provision and reviewing impact.
4	Pupil voice and belonging Pupil voice needs to be further embedded in decisions about support. Pupils should be able to explain what helps them to learn, regulate and participate. A whole-school wellbeing survey and targeted pupil voice will provide a baseline and inform subsequent provision.
5	Independence Some pupils enter school with limited independence and require a high level of adult support to engage with learning, manage routines and to regulate themselves. The strategy will focus on developing pupils' independence and self-regulation from the outset, while ensuring that staff deployment, particularly TA support, enables pupils to access learning without creating long-term reliance on adult assistance.

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 (<i>noting evidence and barrier numbers addressed</i>)	Activity type (<i>whether it is universal or targeted</i>)	Total budgeted cost (<i>this should account for spend from IMF and core budget</i>)
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		<i>allocations)</i>
Adaptive teaching CPD and coaching, including modelling, learning walks and follow-up	Universal	2, 4
Inclusive pedagogy CPD, including scaffolding, explicit instruction and task design	Universal	2
Cooperative learning to increase participation and independence	Universal	2, 6
Therapy dogs available within school every day. Planned therapeutic interventions for identified pupils. Opportunities for emotional check-ins. Use of therapy dogs to support: Emotional regulation. Anxiety reduction. Attendance support. Reading confidence	Universal	1, 5
Use Forest School as our nurture provision, offering targeted support at soft starts, lunchtimes and throughout the school day to promote wellbeing, engagement and successful inclusion.	Targeted	1, 4
Welfare TA provides targeted support for pupils' emotional wellbeing. The Welfare TA helps remove barriers to learning and ensures children feel safe, supported and ready to succeed.	Targeted	1,2,3,4,5
Early Support Plans led by SENDCo, including pupil voice and review of provision	Targeted	1, 3, 4, 5

Termly pupil progress and inclusion meetings reviewing progress, attendance, SEND and CPOMS	Universal/Targeted	1, 3, 4
Continued attendance monitoring and early intervention	Universal/Targeted	3
TA deployment review to strengthen independence	Universal	2, 6
Pupil wellbeing survey and pupil voice	Universal/Targeted	5
Termly learning walks and evaluation	Universal	2

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 additional needs make improved progress	Termly pupil progress meetings demonstrate improved progress or appropriate progress towards individual outcomes.
Quality of first teaching improves	Learning walks demonstrate increased use of adaptive teaching, appropriate task design, scaffolding and cooperative learning.
Pupils feel included and able to express their needs	Pupil voice, worry boxes, welfare TA feedback identifies improvement in belonging, confidence and ability to seek help.
Reduction in episodes of pupil dysregulation	School data (Cpoms) shows a reduction in repeated dysregulation/behaviour

	incidents and improved patterns of access to learning.
Pupils become more independent	Reduced unnecessary adult dependence and increased evidence of pupils accessing learning independently.
Early identification improves	Early Support Plans are established for identified pupils, include pupil voice and are reviewed termly.
Pupil welfare, therapy dogs and forest school provide effective targeted support	Selected pupils demonstrate improved engagement and progress, with clear evidence that provision is matched to individual need.
Staff confidence improves	Staff feedback and learning walks demonstrate increased confidence and consistency in inclusive practice.
Attendance improves for identified pupils	Attendance baseline established at the beginning of the year and reviewed termly, with improvement for identified pupils and/or reduction in persistent absence.

Review of the previous academic year

N/A this academic year.

Further information (optional)

Our Inclusion Strategy addresses the seven principles through a whole-school commitment to high expectations, belonging and participation for every pupil. We will strengthen high-quality adaptive teaching through CPD, coaching, modelling and learning walks, ensuring that inclusive practice is embedded in everyday classroom provision. Early identification will be strengthened through regular review of SEND, attendance, behaviour, CPOMS and pupil progress data, alongside Early Support Plans that incorporate pupil voice.

The strategy will develop staff expertise and ensure that TAs and Forest school are used to promote independence and provide targeted, bespoke support rather than

unnecessary withdrawal from mainstream learning. Pupils and families will be actively involved through pupil voice, wellbeing surveys and review meetings. The strategy will be evaluated termly using progress, attendance, behaviour, CPOMS, wellbeing, pupil voice and learning-walk evidence, with resources and provision adapted in response to need.