Inclusion Strategy Ethelbert Road 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	
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	

Statement of intent

At Ethelbert Road Primary School, we are committed to being inclusive by design**,** ensuring that every child feels welcome, belongs, and has equitable access to an ambitious curriculum, regardless of need, background, disability, or starting point. We aspire to create a learning environment where commonly occurring and predictable barriers to learning and participation are proactively identified and removed, enabling all pupils, including those with SEND and additional needs, to thrive academically, socially, and emotionally. This reflects our commitment to putting children and young people first and delivering meaningful inclusion through high-quality universal provision and timely targeted support.

Our Inclusion Strategy works towards these objectives by strengthening inclusive universal practice**,** embedding adaptive teaching**,** and providing early support without unnecessary delay or reliance on diagnosis or statutory processes**.** Through a graduated and evidence-informed approach, we seek to improve accessibility, participation, attendance, engagement, wellbeing, and outcomes for all learners. High-quality teaching remains the cornerstone of our strategy, supported by targeted interventions and responsive provision where additional support is required.

The strategy addresses the seven principles of inclusion by:

- Promoting a culture of belonging, high expectations, and positive relationships for all.
- Ensuring equitable access to a broad, balanced, and ambitious curriculum through adaptive teaching and reasonable adjustments.

- Identifying needs early and responding through effective, evidence-informed support.
- Removing barriers to learning and participation through inclusive environments and accessible provision.
- Supporting wellbeing, self-regulation, independence, and pupil voice.
- Developing staff expertise through ongoing professional learning and collaborative practice.
- Building strong partnerships with families, governors, and external agencies to secure the best possible outcomes for children and young people.

Our Inclusion Strategy reflects our commitment to working in partnership with pupils, parents and carers, staff, governors, and external professionals to ensure that inclusion remains at the heart of school improvement. Consistent with the Education Endowment Foundation's A School's Guide to Implementation, we will continue to engage stakeholders, strengthen collaboration around a shared vision for inclusion, and use ongoing reflection, monitoring and evaluation to refine our approach over time. Our strategic actions are informed by the implementation phases of Explore, Prepare, Deliver and Sustain, enabling us to embed inclusive practices that are effective, manageable, responsive to need, and sustainable for the future.

Through this strategy, we aim to create a school where inclusion is everyone's responsibility, where diversity is celebrated as a strength, and where every pupil is empowered to achieve, participate, and flourish. By embedding evidence-informed practice, strengthening inclusive provision, and working in partnership with our community, we will continue to build a school that delivers outstanding outcomes for all learners

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	**Speech, Language and Communication:** An increasing number of pupils experience early difficulties with speech, language and communication, including limited vocabulary and language exposure, which could potentially impact their comprehension, reasoning, relationships, access to learning, and full participation in an increasingly language-rich curriculum.
2	**Social, Emotional and Mental Health:** Rising levels of generalised anxiety and emerging needs relating to school readiness can affect some pupils' attendance, engagement, confidence, self-regulation, independence, relationships, and readiness to learn.

3	**Literacy Development:** An increasing proportion of pupils experience difficulties with early language, reading, writing, spelling, and comprehension skills, potentially limiting their ability to access the wider curriculum and achieve age-related expectations.
4	**Social Communication and Sensory Needs:** A growing number of pupils have recognised or emerging autism-related needs that could potentially affect social communication, sensory processing, emotional regulation, flexibility, and participation in school life.
5	**Attention and Executive Functioning:** An increasing number of pupils present with recognised or emerging ADHD-related needs, potentially creating barriers to attention, organisation, working memory, self-regulation, and independent learning.

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.

Description of activity	Activity type	Total budgeted cost
1. Speech, Language and Communication: • Further strengthen a language-rich curriculum with a consistent whole-school approach to vocabulary instruction, oracy and communication across all subjects. • Further embed metacognitive approaches using the Active Listening for Learning process to build resilience and independence through helping all pupils to engage with spoken language, take increased responsibility for their learning, recognise when they do not understand and seek specific clarification. • Continue to strengthen staff expertise on identifying and supporting speech, language and communication needs through adaptive teaching strategies.	Universal and Targeted	£24,500

• Continue to strengthen early identification and targeted support through evidence-informed interventions and specialist advice where appropriate. • Increased use of visual supports where appropriate, scaffolds and communication-friendly classroom environments.		
2. Social, Emotional and Mental Health • Continue to enhance inclusive universal provision, through a nurturing and emotionally safe school culture that promotes belonging, wellbeing and positive relationships through a consistent whole school approach. • Continue to support early identification and intervention. • Continue to deliver evidence-informed targeted support that promotes wellbeing, engagement, attendance and positive outcomes for pupils experiencing SEMH needs. • Further strengthen transition arrangements and school readiness support for pupils requiring additional assistance	Universal and targeted	£27,000
3. Literacy Development • Further develop pupils' capacity to engage with, respond to and apply feedback effectively through consistent whole-school approaches to metacognition, self-regulation and adaptive teaching. • Further strengthen a language-rich curriculum with a consistent whole-school approach to vocabulary instruction, oracy and communication across all subjects.	Universal and targeted	£22,000

• Continue to embed metacognitive and self-regulation approaches that support pupils to understand their strengths, apply effective literacy strategies, monitor their own progress and develop independence as readers and writers. • Maintain a strong evidence-informed approach to phonics, reading fluency, vocabulary development and reading comprehension. • Continue to strengthen the use of adaptive classroom strategies that enable all pupils to access the curriculum regardless of literacy ability. • Continue to provide targeted literacy interventions for pupils identified as requiring additional support while monitoring impact carefully. • Continue to develop staff expertise in identifying and responding to emerging literacy needs at the earliest opportunity.		
4.Social Communication and Sensory Needs: • Further strengthen communication-friendly classrooms through the consistent use of visual supports, structured routines and explicit teaching of social communication skills. • Further develop sensory-aware learning environments that reduce barriers to participation, support self-regulation and enable pupils to engage successfully in learning. • Continue to strengthen staff expertise in supporting neurodivergent pupils through evidence-informed professional development focused on	Universal and targeted	£20,500

social communication, sensory processing and adaptive teaching. • Embed predictable routines, clear expectations and visual scaffolds to improve access, participation and independence for pupils with social communication and sensory needs. • Strengthen opportunities for pupil voice through person-centred approaches to better understand and respond to individual barriers to learning and participation. • Continue to work collaboratively with families and external professionals to ensure consistent approaches that support communication, regulation and participation across home and school environments. • Strengthen graduated responses and early support without reliance on diagnosis-led systems		
5. Attention and Executive Function: • Embed evidence-informed adaptive teaching approaches that improve access, participation and independence for neurodivergent learner. • Strengthen staff understanding of executive functioning, sensory processing and self-regulation • Continue to promote sensory-aware learning environments, visual routines and structured approaches that reduce barriers to participation. • Strengthen graduated responses and early support without reliance on diagnosis-led systems	Universal and targeted	£17,667

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
By the end of this Inclusion Strategy, communication-friendly and literacy-rich practice will be embedded consistently and effectively across the school, enabling pupils, including those experiencing speech, language, communication and literacy barriers, to access and participate fully in an ambitious curriculum, benefit from the early identification of need, and make strong progress towards positive outcomes from their individual starting points.	• Communication-friendly and literacy-rich practice across the school, ensures equitable access to learning and participation for all pupils. • Needs are identified and addressed at the earliest opportunity, resulting in timely support, effective interventions and sustained progress over time. • Pupils with speech, language, communication and literacy needs make strong progress from their individual starting points and achieve well within an ambitious curriculum. • Pupils demonstrate increasing independence, resilience and confidence, enabling them to engage successfully in learning and contribute positively to school life. • Pupils experiencing communication and literacy barriers participate fully in the curriculum and wider opportunities available within school.
By the end of this Inclusion Strategy, inclusive universal provision and targeted support will be embedded consistently and effectively across the school, enabling all pupils, including those with additional needs and SEND, to feel they belong, sustain high levels of attendance, engagement and wellbeing, with successful preparation for their next stage of education and life.	• High levels of pupil wellbeing, engagement and meaningful participation are evident across all aspects of school life. • Pupil voice demonstrates a strong sense of belonging, inclusion, safety and positive relationships within the school community. • Pupils requiring additional support experience successful transitions and are well prepared for their next stage of learning. • Attendance is sustained at high levels, enabling pupils to access the full curriculum and wider opportunities available. • Inclusive provision contributes to improved outcomes and positive preparation for future learning and life.

By the end of this Inclusion Strategy, pupils will demonstrate increasing independence, self-regulation and resilience, enabling them to engage purposefully with feedback, become confident and reflective learners, and make strong progress towards positive outcomes from their individual starting points.	• Pupils demonstrate increasing independence, resilience and self-regulation as successful learners. • Metacognitive and self-regulation strategies are consistently embedded across teaching and learning, enabling pupils to become reflective, confident and increasingly autonomous learners. • Pupils consistently engage with, respond to and apply feedback to strengthen their learning and improve outcomes. • High levels of engagement, participation and motivation are evident across the curriculum.

Review of the previous academic year

Further information (optional)

Ethelbert Road Primary is a welcoming and inclusive one-form entry primary school at the heart of the Faversham community, serving 210 pupils. The school's vision is that everyone can be the best they can be through working together, enabling every individual to achieve their best possible outcomes, develop a love of learning and prepare successfully for future life. Inclusion is central to the school's ethos, underpinned by high expectations, strong relationships and a commitment to ensuring that every pupil feels valued, respected and belongs.

The school's context reflects an increasing prevalence of communication and interaction needs, with recent cohorts demonstrating increased levels of identified speech, language and communication needs on entry to school. Despite these challenges, the school maintains exceptionally high attendance, extremely low staff turnover, no suspensions or exclusions, and strong levels of achievement and inclusion. The school was judged Outstanding for Early Years, Leadership and Management, Personal Development, and Behaviour and Attitudes, with Quality of Education judged Good. Current self-evaluation identifies strong standards across inclusion, achievement, curriculum and teaching, attendance, behaviour, leadership and governance.

This Inclusion Strategy builds upon the school's established strengths in adaptive teaching, active listening, metacognition, early identification and partnership working. It reflects the school's commitment to removing barriers to learning and participation, ensuring equitable access to an ambitious curriculum, and enabling all pupils, including those with additional needs and SEND, to thrive academically, socially and emotionally.