

Inclusion Strategy – Northaw CE 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	Dr James Inglis

Statement of intent

At Northaw CE Primary School and Nursery, inclusion is central to who we are. Rooted in our Christian vision 'Loving for Today, Learning for Tomorrow, Forever in Faith' and inspired by the belief that 'mighty oaks from little acorns grow', we are committed to ensuring that every child, whatever their needs, background or starting point, feels welcomed, valued and able to flourish. Our ultimate objective is to create a school where all pupils, including those with additional needs and SEND, experience belonging, high-quality teaching and meaningful opportunities to thrive academically, socially and emotionally.

Our inclusion strategy works towards these aims by embedding a whole-school approach that recognises every child as an individual. We prioritise early identification of need, strong communication and adaptive teaching that enables all pupils to access learning. Staff are supported through ongoing professional development, ensuring that inclusive practice is consistent across our four classes and reflects current evidence, statutory guidance and our school values. We work closely with external agencies when specialist expertise is required, ensuring that pupils receive timely and effective support.

The strategy is shaped by the seven principles of inclusion, which guide our everyday practice:

- Presence: Every child is welcomed fully into the life of the school. We actively remove barriers to participation so that all pupils can engage in learning, worship, play and enrichment.

- **Participation:** Pupils with SEND and additional needs are supported to take part in all aspects of school life. Adaptations are planned thoughtfully so that children can contribute confidently and meaningfully.
- **Achievement:** We hold high aspirations for every child. Our curriculum is designed to be ambitious, flexible and responsive, enabling all learners to make progress and celebrate success.
- **Respect for Diversity:** We value the uniqueness of each child and promote understanding, kindness and respect. Our Christian ethos underpins a culture where differences are recognised as strengths.
- **Equity:** Resources, support and opportunities are allocated fairly, ensuring that pupils receive what they need to thrive.
- **Collaboration:** Inclusion is a shared responsibility. Staff work together to plan, reflect and refine practice so that provision remains strong and consistent.
- **Community:** We nurture positive relationships across the school community, recognising that inclusion extends beyond the classroom.

Families and the wider community play a vital role in shaping our inclusion strategy. We listen carefully to parents and carers, valuing their insight and partnership. Through open communication, meetings, workshops and ongoing dialogue, we ensure that our approach reflects the experiences and aspirations of the families we serve. As a voluntary-aided church school, we also work closely with our parish community, drawing on shared values to strengthen belonging and support for all pupils.

Our commitment to inclusion is long-term and wholehearted. We will continue to develop our practice, celebrate every child's growth and ensure that Northaw CE Primary School and Nursery remains a place where everyone is welcome, everyone is valued and everyone can grow into the 'mighty oak' they are meant to be.

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	We have recently observed a growing prevalence of emotional difficulties, including heightened nervousness when arriving at school and managing disappointment.
2	As a small school, we have lacked suitably equipped bases for supporting children with SEND of increasing complexity.

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	Activity type	Total budgeted cost
Deploying teaching assistants in line with best practice to help pupils with additional needs develop independent learning skills. The EEF Guide to Inclusive Teaching Barrier numbers addressed: 1	universal	£4,000
Delivering activities and wider opportunities for pupils to build life skills and independence, and participate in the creative arts or sports. The EEF Guide to Inclusive Teaching Barrier numbers addressed: 1	universal	£1,000
Improving classrooms, corridors and other high traffic spaces to meet a range of sensory needs, such as improving acoustics, lighting, temperature and removing visual clutter and distractions. The EEF Guide to Inclusive Teaching Barrier numbers addressed: 2	universal	£1,000
Training on how to deliver evidence-based practices to guide staff ability to respond to learning and development needs as they emerge. The EEF Guide to Inclusive Teaching	targeted	£2,000

Barrier numbers addressed: 1		
Resources, training and specialist expertise to aid preparation for and delivery of inclusion bases. The EEF Guide to Inclusive Teaching	targeted	£2,000
Barrier numbers addressed: 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
Additional effective strategies for supporting children with emotional difficulties are developed.	Targeted children navigate emotional difficulties with growing confidence.
Inclusion bases are suitably equipped for supporting children.	New areas have been adapted for the growing number of children with SEND.

Review of the previous academic year

Further information (optional)