Inclusion Strategy – Lea Endowed 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	C M Seagrave

Statement of intent

At Lea Endowed Primary School, we are committed to creating an inclusive environment where every child feels valued, respected and encouraged to achieve their full potential. We believe that all pupils, regardless of their background, ability, need, culture, language, gender or personal circumstances, have the right to access a high-quality education and experience a genuine sense of belonging within our school family.

We believe that successful inclusion starts with knowing each child as an individual. Through building strong relationships with pupils and families, we seek to understand every child's strengths, interests, needs and aspirations. This understanding enables us to provide the right support at the right time.

High expectations for all learners are maintained, and we are committed to adapting teaching, learning environments and support to remove barriers to success. We are committed to identifying needs early and working collaboratively with families and external professionals to deliver a graduated approach to support. Through this, we provide inclusive provision that enables every child to achieve their potential, develop independence, maintain positive wellbeing, and experience successful outcomes.

We are committed to supporting pupils with Special Educational Needs and Disabilities (SEND). Through early identification, collaborative working with families

and external professionals, we aim to provide high-quality provision that promotes academic achievement, independence, wellbeing, and positive outcomes for every child.

At Lea Endowed Primary School, inclusion extends beyond the classroom. We recognise the importance of social, emotional and mental wellbeing and are committed to creating a nurturing environment where every child feels safe, valued, understood and respected. Positive behaviour is explicitly taught, modelled and reinforced through consistent approaches that support pupils in developing resilience, confidence, self-regulation and positive relationships. Through this, we empower children to engage successfully in learning and make a positive contribution to school life.

We celebrate diversity and actively promote equality, respect and understanding. We recognise that every child brings unique experiences, talents and perspectives that enrich our school community.

Our whole-school motto, "Let Everyone Shine," lies at the heart of our inclusive culture. We believe that every child has unique strengths, talents and aspirations, and we encourage all members of our school community to take pride in their learning, achievements, relationships and contributions to school life.

We recognise and celebrate progress in all its forms, understanding that success looks different for every child. Through high expectations, personalised support and meaningful opportunities to participate and achieve, we help every pupil to grow in confidence and reach their full potential.

Working in partnership with pupils, families, staff, governors and the wider community, we are committed to ensuring that every child is known, valued, supported and challenged to succeed. Together, we strive to create a school where everyone feels a sense of belonging and is empowered to shine.

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	Discussion with school teaching and support staff, along with advice from specialist teachers, has identified that children struggle to identify and verbalise their emotions and the effect these emotions have on their physical self.

2	A number of children arrive in Reception without the expected level of personal, social and emotional development, affecting their ability to settle, share and self regulate in the classroom environment.
3	We have noted that an increasing number of SEMH children are struggling to remain in the classroom, or even attend school. There has been an increasing number of children on part-time timetables. For some children increased opportunity for regulation breaks have had a positive impact on attendance and 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.

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 *(noting evidence and barrier numbers addressed)*	**Activity type** (*whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
2x Trained Emotional Literacy Support Assistants (ELSAs) delivering 1:1 and small-group nurture sessions, prioritised using pastoral referrals (Barriers 1 and 2)	targeted	£800 per person / £1600 £1400 cost in TA cover £500 resource costs
Structured lunchtime provision: trained midday supervisors running a rota of adult-led games, a quiet sensory space, and a buddy bench, with incidents reviewed half-termly (Barrier 3).	universal	£600 for resources
INSET whole school training in, and adoption of, common ‘Zones of Regulation Strategies’.(Barriers 1,2 and 3)	universal	£400 wage costs to train TA staff on INSET day.
Teachers and TAs to receive specialist training on specific and pertinent issues/conditions that will support children in their care e.g. working with non-verbal children in the classroom, working with children with autism.	targeted	£2500

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 receiving ELSA support will develop greater emotional awareness and emotional vocabulary, recognise the physical impact of emotions, and use appropriate regulation strategies. This will lead to improved wellbeing, stronger relationships, increased resilience, and greater engagement in learning.	• Increased participation in structured lunchtime activities. • Improved quality of peer interactions and friendships. • Effective use of the sensory space to support self-regulation. • Increased pupil-reported feelings of safety, inclusion and belonging. • Reduction in lunchtime behaviour incidents and friendship conflicts. • Improved transition to afternoon learning.
Pupils will experience increased safety, belonging, and positive social interaction during lunchtimes through access to structured activities and supportive adult guidance, resulting in improved emotional wellbeing, reduced incidents of dysregulation, and greater readiness to learn in the afternoon.	• Increased pupil participation in structured lunchtime activities. • Improved positive peer interactions and friendships. • Increased use of the sensory space to support self-regulation. • Pupils report feeling safe, included and supported at lunchtime. • Reduced lunchtime behaviour incidents and friendship disputes. • Improved readiness for afternoon learning. •
A consistent whole-school approach to emotional regulation will be embedded through the adoption of Zones of Regulation strategies, enabling pupils to better recognise, understand and manage their emotions, whilst increasing staff confidence	• Consistent use of Zones of Regulation across school. • Improved pupil identification and expression of emotions. • Increased independent use of regulation strategies.

in supporting emotional wellbeing and reducing barriers to learning.	• Improved staff confidence and consistency. • Fewer behaviour and pastoral incidents. • Improved engagement in learning and wellbeing.
Staff will develop greater expertise in supporting a range of SEND needs through targeted specialist training, leading to consistent inclusive practice across the school and improved outcomes for pupils with additional needs.	• Staff complete relevant specialist training linked to identified pupil needs. • Increased staff confidence in supporting pupils with SEND. • Consistent implementation of recommended strategies in classrooms. • Improved pupil access to learning, participation and communication. • Reduction in barriers to learning for targeted pupils. • Positive feedback from specialist teachers on classroom practice.