

Inclusion Strategy – Horton St Michael's CE First 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 24 th 2026
Date on which it will be reviewed	September 1 st 2027
Statement authorised by	Rebecca Walker

Statement of intent

As a small Church of England school, our Christian vision underpins our commitment to inclusion. We believe that every child is uniquely created in the image of God, valued equally and should be enabled to flourish. Our ultimate objective is that every child is known, valued, included and supported to achieve their potential, whatever their strengths, needs or circumstances.

With only 46 pupils on roll, we are privileged to know our children and families exceptionally well. This is a significant strength of our inclusive practice. We know our pupils as individuals and are able to recognise emerging needs and barriers to learning quickly. Our ambition is to identify needs early, respond promptly, maintain high expectations and ensure that every child can participate fully in school life, both academically and socially.

Our inclusion strategy is built around knowing the child, identifying need, responding early, evaluating impact and adapting provision. We use assessment, observation, professional knowledge and information from families to identify needs and put appropriate support in place without unnecessary delay. High-quality adaptive teaching is the foundation of our approach, complemented where appropriate by targeted intervention. Our highly skilled teaching assistant delivers carefully matched interventions which are monitored for impact and have demonstrated positive outcomes for pupils. Where support is not having the intended impact, we review and adapt our approach.

The seven principles of inclusion are embedded throughout our practice. Ambitious leadership and governance ensure that inclusion remains a whole-school responsibility and that high expectations are maintained for all. Evidence-based support and early intervention are central to our rapid identification and response to need. High-quality adaptive teaching enables pupils to access an ambitious curriculum alongside their peers. Enrichment beyond the classroom is accessible to all, with adaptations made where necessary so that every child can participate. We promote a safe, respectful culture in which children feel that they belong, are supported to attend regularly and are encouraged to participate fully in learning. Strong partnerships with families and wider services enable us to draw on the knowledge of parents and carers and specialist expertise when required. Finally, we continually review our physical, educational and social environments to identify and reduce barriers to accessibility and participation.

Our strategy has been shaped by the strong relationships we have with our families and wider school community. Parents and carers are valued as partners and their knowledge of their children informs our understanding, planning and support. We listen to pupils and work collaboratively with governors, our church community and external professionals where appropriate.

Our commitment is simple: every child will be known, every need will be taken seriously, barriers will be addressed early, and every child will be supported to flourish.

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	Communication and Interaction
2	Social, Emotional and Mental Health
3	Cognition and Learning – working memory and processing

Activity in this academic year

Description of activity	Activity type	Total budgeted cost
Speak Write training for Early Years staff and SENCO – Barrier 1	Universal support	Funded by the MAT
EPATT training for all staff – Barrier 3	Bespoke targeted support	£50
Relax Kids – Barrier 2	Bespoke targeted support for some but universal sessions also benefit all pupils.	£1320
Bespoke interventions – Lexplore interventions, Little Wandle phonics intervention, Plus 1 and Power of 2 Maths interventions – Barrier 3	Bespoke targeted support	£44 – Toe by Toe £36.00 - Plus 1 and Power of 2
Testbase termly formative assessments	Universal assessment tool	Core budget
TALC – Test of Abstract Language Comprehension standardised assessment tool. – Barrier 1 and 3	Bespoke targeted assessments	£50
Teaching assistant – highly qualified and specialist in delivering SEND interventions – Barrier 3	Targeted and universal support	£3127
National college training for teachers and TAs. Graduated response, Neurodivergent pupils, PDA and Repetitive Behaviour. – Barrier 1, 2 and 3	Support to upskill staff	£173

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
All pupils in EYFS will demonstrate age-appropriate early language and communication skills, as evidenced by achieving a green assessment on the Early Language and Communication Screening Tool following completion of the <i>Time to Talk</i> intervention.	• Pupils can identify and name a range of emotions in themselves and others. • Pupils can describe or explain why they may be experiencing a particular emotion. • Pupils can recognise some triggers or situations that lead to particular emotional responses. • Pupils can identify and use at least one appropriate strategy to manage their emotions. • Pupils increasingly apply strategies independently, rather than relying on adult support. • Pupils demonstrate improved ability to return to learning following an emotional difficulty. • Staff observations show increased emotional awareness, self-regulation and participation in learning and social situations. • Where appropriate, pupils' progress is evidenced through individual assessments, pupil voice and staff observations.
Pupils will understand and recognise a range of emotions and feelings, develop an understanding of why these may occur, and independently apply appropriate strategies to manage and regulate their emotions effectively in everyday situations.	• 100% of EYFS pupils achieve a green assessment on the Early Language and Communication Screening Tool following intervention. • Pupils demonstrate improved ability to listen and attend during adult-led and peer interactions. • Pupils are increasingly able to understand and follow instructions appropriate to their developmental stage. • Pupils demonstrate increased vocabulary and confidence in expressing themselves. • Pupils are able to engage in reciprocal interactions with adults and peers.

	• Pupils increasingly use language to express needs, ideas, feelings and experiences. • Pupils demonstrate increased confidence in participating in classroom discussions, play and learning activities. • Children identified as requiring additional support show measurable progress from their baseline assessment following <i>Time to Talk</i> intervention.
Standardised assessments will provide a clear and consistent understanding of individual pupils' strengths and areas for development, enabling interventions to be precisely targeted to identified needs and demonstrably improve pupil outcomes.	• All pupils identified as requiring additional support have a clear assessment baseline against which progress can be measured. • Standardised assessment results are used to identify specific strengths, gaps and areas for development. • Each intervention has a clearly identified purpose and intended outcome linked to the pupil's assessed need. • Interventions are appropriately matched to identified needs and delivered consistently. • Pupil progress is regularly monitored and recorded throughout the intervention. • Intervention impact is evaluated using assessment evidence, observations and/or pupil progress data. • Interventions are adapted, extended or discontinued in response to evidence of their effectiveness. • Pupils receiving intervention demonstrate measurable progress from their baseline, with progress towards their intended outcome clearly evidenced. • Staff use assessment information to inform future teaching and provision, ensuring that support remains responsive to changing needs. • Where an intervention does not result in the anticipated progress, alternative strategies or further assessment are considered promptly.

Review of the previous academic year

This will be completed from September 2027.