Inclusion Strategy – Brookside Primary

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	July 2027
Statement authorised by	Stewart Duguid, Chair of Academy Board

Statement of Intent

At Hewens Primary, we believe that every child deserves to feel valued, respected and included, with the opportunity to achieve their full potential. We are committed to creating a nurturing and inclusive environment where diversity is celebrated, individual needs are understood, and every pupil is supported to flourish. Through high expectations, personalised support and a strong sense of belonging, we aim to ensure that all pupils develop academically, socially and emotionally, gaining the knowledge, skills and confidence they need to succeed beyond the class.

Inclusion is woven into every aspect of life within our school, from delivering an ambitious and accessible curriculum and adapting teaching to meet individual needs, to ensuring that all pupils can participate in enrichment activities and access effective pastoral care. Our commitment to inclusive practice was recognised in our January 2025 Ofsted inspection, which noted that “Staff make adaptations so that pupils can learn the curriculum effectively. In this way, pupils achieve well.” The report also highlighted the strength of our pastoral provision, stating that “Any pupils or families that are struggling receive excellent support, both practical and emotional.”

We prioritise early identification and timely intervention, drawing on evidence-informed approaches to recognise and remove barriers to learning. Through strong partnerships with families and tailored support, we strive to ensure that every pupil feels valued, develops a sense of belonging and has the opportunity to thrive academically, socially and emotionally.

As a school, we recognise that pupils' wellbeing plays an important role in their ability to learn, make progress and achieve their full potential. We understand that some children face challenges that can affect their learning and emotional wellbeing, including anxiety, mental health difficulties and challenges within their home or family circumstances. Our pupils come from a wide range of social, cultural and linguistic backgrounds, and we recognise that their experiences and needs are not the same. We are committed to creating a supportive and inclusive environment where every child feels safe, valued and understood. Through our whole-school approach to wellbeing, alongside targeted support for pupils who need additional help, we aim to ensure that all children are in the best possible position to engage in learning and thrive. We have developed this strategy in partnership with families, staff, governors, and the wider school community. Through regular parent contact, student voice, and multi-agency working, we ensure that our approach reflects the needs and aspirations of the Hewens Community.

The seven principles of inclusion form the foundation of our approach

1. Inclusive leadership and governance with a clear ambition for equity and belonging – Inclusion is central to our strategic vision and is evident in our School Improvement and Development Plan, governance structures, and day-to-day practice.
2. **Data-informed support that prioritises early intervention** – Using both qualitative and quantitative data, we identify needs early and provide tailored support to help learners succeed.
3. **An ambitious and accessible curriculum for every learner** – Through adaptive teaching and thoughtful curriculum design, we enable all pupils to engage with challenging and meaningful learning.
4. **Inclusive access to the hidden curriculum, enrichment and wider school life** – We ensure all pupils can engage in trips, enrichment programmes, and the broader experiences that enhance learning and personal development.
5. **A culture of belonging, respect, and high attendance** – We promote a safe and inclusive environment through consistent expectations and structured approaches, ensuring all learners feel they belong. Pupils who take pride in their school community and have a strong sense of social responsibility.
6. **Collaborative partnerships that support every child** – By working closely with families, external services, and community partners, we provide coordinated support that promotes positive outcomes for all pupils.

7. **An Environment that promotes accessibility and inclusion** – Through ongoing improvements to our physical and sensory provision, we create spaces where all pupils feel welcome, supported, and able to succeed.

Barriers to learning and participation

	Barrier to Learning
1	**Attendance and Engagement -**Some pupils experience barriers that affect attendance and punctuality, limiting access to learning, enrichment opportunities, and positive relationships within the school community. Current overall attendance is 95.5%, however, it is 90.5% ,92.8% and 95.6% for SEN and PP and EAL learners respectively.
2	**Speech, Language and Communication -** Difficulties with speech, language, and communication can impact pupils' ability to understand instructions, express their ideas, participate in learning, and develop positive relationships with peers and adults.
3	**Equality of Opportunity -** Some pupils face barriers linked to socioeconomic disadvantage, which can impact their access to resources, experiences, cultural capital, and opportunities for academic and personal development.
4	**Special Educational Needs and Disabilities (SEND) -** Pupils with SEND may require tailored provision, specialist support, and reasonable adjustments to ensure they can access the curriculum, participate fully in school life, and achieve ambitious outcomes alongside their peers.
5	**Social, Emotional and Mental Health (SEMH) -**Some pupils experience social, emotional, or mental health challenges that affect their wellbeing, behaviour, attendance, and capacity to engage successfully with learning.
6	**Participation in wider school experiences** – While a wide range of enrichment opportunities is available, some pupils face challenges that can restrict their involvement in trips, clubs, leadership opportunities, and the broader life of the school.

Activity in this academic year

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type**	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Attendance and Engagement – Consistently communicate with parents of pupils who are absent without notification or who fall within the persistent and severe absence categories. This includes the use of Truancy Calls, text messages, letters, meetings, home visits, and attendance referrals where necessary. *(Addresses Barriers 1 and 5)*	Universal and Targeted	Planned within current staffing and resource allocations.
Speech, Language and Communication – Ensure that all pupils are provided with **Quality First Teaching** consistently, while making use of resources and expertise provided by external agencies, such as **Speech and Language Therapists**, **NELI**, and other platforms available to us, coupled with high-quality CPD sessions. *(Addresses Barriers 2 and 4)*	Universal and Targeted	Planned within current staffing and resource allocations. Budget requirements will be confirmed.
Equality of Opportunity – Ensure that vulnerable pupils are included in extracurricular activities and educational trips (this may include subsidising the cost for them or, in some cases, offering participation at no cost to their family). Where appropriate, intervention and catch-up sessions are also made available to them. *(Addresses Barriers 2, 3 and 4)*	Targeted	Intended to be implemented through existing capacity and resources, subject to confirmation of associated costs.
Special Educational Needs and Disabilities (SEND) - Strengthen the identification and monitoring of pupils' needs in line with the SEND Code of Practice, ensuring staff have clear information to support effective provision. Enhance personalised support plans, provide refresher training on the four broad areas of SEND and Quality First Teaching, and use SEND learning walks to monitor impact and improve inclusive practice. *(Addresses Barriers 2, 4 and 5)*	Universal Targeted	Planned within current staffing and resource allocations. Budget requirements will be confirmed
Social, Emotional and Mental Health (SEMH) – Foster a nurturing and supportive environment that promotes pupils' emotional wellbeing and resilience. Provide staff training on trauma-informed practice,	Universal and targeted	Intended to be implemented through existing capacity and resources, subject to

behaviour support, and emotional regulation strategies, alongside access to mentoring and targeted interventions. Through our partnerships with external agencies, including HMHST and Rowanbrook, we offer appropriate support for pupils with additional wellbeing needs. A graduated approach ensures support ranges from universal wellbeing provision through PSHE, assemblies, and classroom practice to targeted and individual interventions where required. *(Addresses Barriers 1, 4 and 5)*		confirmation of associated costs.
Participation in wider school experiences – Ensuring that all pupils have equal access to the full curriculum, educational visits, workshops, enrichment clubs, and extracurricular opportunities, enabling them to develop confidence, broaden their experiences, and feel fully included in school life. *(Addresses Barriers 3, 4 and 5)*	Universal and targeted	To be resourced from existing provision where possible, with any additional costs to be confirmed.

Intended outcomes

Intended outcome	Success criteria
Attendance and Engagement to 96% or above	Overall attendance is sustained at 96% or higher, surpassing local and national averages. Rates of persistent absence reduce to below 15%, and pupils with SEND and vulnerable pupils demonstrate continued improvements in attendance.
Improvement in pupils Speech, Language and Communication skills	Pupils demonstrate improved confidence and competence in speaking, listening, understanding, and expressing themselves. Early language needs are identified and supported effectively, resulting in measurable progress across the EYFS, KS1 and KS2. Staff consistently use high-quality communication strategies, interventions are implemented where appropriate, and pupils are increasingly able to access the curriculum, engage in learning, and participate positively in school life. Assessment data, pupil voice, and classroom observations demonstrate sustained improvement in communication outcomes.
Equal for opportunity for all pupils	All pupils, including those with SEND, disadvantaged pupils, and other vulnerable

	groups, are able to access and participate fully in the curriculum, enrichment opportunities, educational visits, and wider school life. Achievement gaps are narrowing, participation rates are equitable across groups, and pupil voice demonstrates that children feel included, valued, and supported to succeed. School data, monitoring, and stakeholder feedback evidence that barriers to participation and achievement are identified and addressed effectively.
Special Educational Needs and Disabilities (SEND) make strong progress	Pupils with SEND make strong progress from their individual starting points and are able to access an ambitious, inclusive curriculum. Needs are identified accurately and at the earliest opportunity, appropriate support is implemented effectively, and outcomes continue to improve across academic achievement, attendance, participation, and wellbeing. Parents and carers report positive experiences, pupil voice demonstrates a strong sense of belonging, and monitoring evidences that SEND provision is responsive, impactful, and aligned with the SEND Code of Practice.
Social, Emotional and Mental Health (SEMH)	Pupils with social, emotional, and mental health needs are identified and supported effectively, enabling them to engage positively in learning and school life. Attendance, wellbeing, behaviour, and participation improve over time, while pupil voice demonstrates that children feel safe, supported, and valued. Staff consistently implement appropriate strategies and interventions, and monitoring evidences positive outcomes for pupils' emotional wellbeing, resilience, and readiness to learn.
All pupils participate in wider school experiences	All pupils, including those with SEND, disadvantaged pupils, and other vulnerable groups, participate fully in the wider life of the school. Engagement in educational visits, clubs, enrichment activities, performances, and leadership opportunities is high across all pupil groups. Pupil voice reflects a strong sense of belonging and inclusion, and school monitoring demonstrates that barriers to participation are identified and addressed effectively.