Inclusion Strategy- Helpringham Primary Academy

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 that our current Inclusion Strategy covers	2026-2027
Date this statement was published	December 2026
Date on which it will be reviewed	October 2027
Statement authorised by	C Willerton

Statement of Intent

Long Term Objectives for Inclusion

- **To develop a specific, enhanced, inclusive learning environment area that promotes pupils' emotional wellbeing, self-regulation, and readiness to learn through access to high-quality sensory and therapeutic provision, enabling all pupils to engage fully in learning, participate in the wider life of the school, and achieve positive outcomes.**

This year we will works towards this objective by liaising with Lincolnshire County Council assets team to develop the spaces identified in school to be effective at delivering excellent emotional support. This will include ELSA space, sensory room provision and a bespoke learning space.

- **To develop a culture of highly effective adaptive teaching where learning is routinely planned and delivered to meet the diverse needs of all learners**

This year we will works towards this objective by ensuring staff feel confident in making appropriate adaptations which facilitates access to the curriculum whilst remaining ambitious for all. Early intervention for understanding of language and interventions for developing clear speech or alternative communication strategies, will be a priority in Early Years to ensure all children are able to communicate effectively, be understood and can understand language around them.

- **To reduce barriers to learning and participation by embedding inclusive technology and digital tools across the school, supporting communication, independence, engagement, and attainment for all learners**

This year we will works towards this objective by reviewing the technology we have available and the software subscriptions we have. Measuring their impact and ensuring pupils who require tech to support their learning are getting access to it.

- **To remove barriers to participation in enrichment opportunities, enabling all pupils to engage fully in the wider life of the school and benefit from experiences that enhance learning and personal development**

This year we will works towards this objective by ensuring that extra-curricular clubs are held across both lunchtimes and after school – this will mean children that travel by bus/taxi can still come to enrichment clubs. Our whole school enrichment focus this year is on the arts and all children in Key Stage 2 have the opportunity to go to a large-scale arts festival – Sleaford Dance festival for Y3/4 and Young Voices for Y5/6. Children in Key Stage 1 will have the opportunity to engage in some drama workshops during the year. Visiting sporting programmes have been chosen to inspire children to aim high and think big. Two days of team building at the beginning of the school year worked on fundamental skills for learning in all year groups – resilience, communication, perseverance and teamwork.

How this Strategy will address the 7 Principles of Inclusion

Ambitious Leadership and Governance

Time for the SENCO and Headteacher to work with outside agencies and professionals to ensure that the provision being developed in school is going to be effective at breaking down barriers for learning and will have a positive impact on the social, emotional and mental health development of children at the school. Careful monitoring of the data around this will see a reduction in suspensions, a reduction in incidences of dysregulation and an increase in learners being able to access the curriculum and developing a deeper understanding of their own emotional regulation.

Release time for subject leaders to enable them to monitor inclusion in their areas. Accountability for making sure that software and hardware being used is having a positive impact on outcomes. CPD for staff to ensure they feel confident in making adaptations that are supportive and ambitious. Data will be closely monitored, especially for groups of children at risk.

Evidence-based support prioritising early intervention

Intervention programmes must be evidence-based for having a strong positive impact. Children will be able to access many of these in the Emotional Support Room or in the Hive at Helpringham. WellComm communication intervention, the EEF recommended Concept Cat vocabulary development programme for Early Years, ELKLAN Sound Builders work and close work with NHS SALT and St Francis Special School for supporting specific children. These will help to ensure that all children can access learning.

High-quality adaptive teaching with curriculum designed for all learners

Technology can be an effective tool for enabling learners to access content of curriculum, for example: digital readers, talking tins for supporting memory processing, laptop for typing or talk to type to record knowledge and ideas.

Release time for staff to create bespoke curriculums with clear links to the main curriculum for those children that require this. The curriculums will remain ambitious for all.

Monitoring is crucial to ensuring our adaptations are having a positive impact on enabling all learners to access the curriculum and are making progress without their being a ceiling on their learning.

Enriching provision beyond the classroom that all children can access

Our aim to extend the enrichment offer and our focus on bringing the arts to all the children at our rural school means that our cultural capital growth will be high. Children in receipt of Pupil Premium can have trips subsidised and our inclusion strategy is that no child is left behind due to financial difficulties, therefore other families are also able to request financial support. Our sports offer focuses on activities that the majority of children do not access out of school, largely because of the context of our school. Our strategy is to inspire our children whilst also ensuring that the sports showcased are still

accessible to them outside of school. E.g. BMX Extreme day – children inspired to ride their bikes and be active.

A safe and respectful culture fostering belonging, attendance, and participation in learning

The Emotional Support Room supports our ethos that everyone is welcome and everyone belongs. We pride ourselves in having a strong, inclusive environment where staff are able to support through specific programmes such as ELSA as well as being a welcoming team that supports children with SEMH barriers and EBSA. In addition to our PSHE/RSE curriculum, our No Outsiders curriculum reinforces our teaching that everyone is welcome. Our Picture News assemblies address inclusivity on a global scale, covering the British Values and 9 Protected Characteristics.

Our enrichment offer includes a focus on attendance, with access to enrichment programmes such as Rock Steady music lessons.

Strong partnerships with families and wider services

Through our Emotional Support Room, our enrichment programme and our aim for all children to access learning, we work closely with wider services including the Working Together Team, physiotherapists, speech and language therapists, educational psychologists, occupational therapists, play therapists and MHST staff. We work closely with families, ensuring early help support is offered. Time for staff to form strong partnerships with families to discuss children's individual learning plans, emotional support and family support are an essential part of how we build our strong partnerships with families.

Inclusive environments with continuous improvements to accessibility

Our Emotional Support Room offers a bespoke inclusive environment for all children who require it. Our universal provision in classrooms ensure that they are inclusive through communication aides, a positive inclusive culture, continuous provision in Early Years and into Key Stage 1.

We have developed this strategy in partnership with families and the wider community by:

- Evaluating learning plans and working as a staff team to identify barriers to universal high quality teaching and learning in classrooms.
- Evaluating feedback from parents at SEND reviews and EHCP Annual Reviews to identify the need for greater SEMH provision in school and greater access to technology.

Barriers to Learning and Participation

We have identified the following barriers to learning and participation within our academy. These barriers necessitate inclusive universal approaches and targeted support:

1. Increase in SEMH needs in school
2. Decrease in levels of Communication and Language skills in Early Years
3. A greater number of children in KS1 and KS2 requiring technology as an adaptation essential for them to access the curriculum
4. Pupil survey informed us that decreasing numbers of children attend extra-curricular or enrichment activities outside of school.

Activity this Academic Year

These are the activities we will prioritise this academic year to alleviate the above barriers to learning and participation faced by learners with additional needs and SEND.

We have also detailed the clear realistic outcomes as want to achieve by the end of this strategy, and how we will measure whether they have been achieved.

Activity	Barrier No./Nos Addressed	Evidence link	Activity type	Budgeted Cost	Outcome	Success Criteria
Specific Communication and Language intervention and teaching programmes: Concept Cat and WellComm in Early Years and KS1	2	EEF Concept Cat Research programme	Uni/Tar Universal	£550	Improved understanding of language, supporting oracy, comprehension, reading. Increased vocabulary range supporting oracy, reading, writing and accessibility to all subjects.	• Children will make rapid progress where gaps need to be closed with understanding of language, especially in Early Years. • All children in Early Years will be screened on entry to ensure early identification and rapid closure of gaps. • Children identified in primary as potentially having gaps in understanding will be screened as well as children new to school in primary. • Increased outcomes in Communication and Language and Literacy in EYFS for all, with the most vulnerable children making rapid progress. • Universally increased vocabulary awareness and oracy skills ensuring the best start to life for all. Concept Cat should increase vocabulary levels by at least 12 months.
Emotional support – sensory room provision, ELSA, bespoke learning spaces.	1, 2	The EEF Guide to Inclusive Teaching	Uni/Tar Universal and Targeted	£15,000	Targeted children will be able to access bespoke learning spaces as and when necessary in order to be in their optimum place for learning. This may include requiring additional regulation support, ensuring their physiological and safety needs are met. For all children, breakfast is available should a child come to school hungry to remove	• Targeted children will access learning with fewer barriers and more rapidly. • Outcomes will increase. • There will be a reduction in behaviours that cause disruption to the effective education of others and children that may otherwise have struggled to access mainstream will be able to.

					that barrier. Children's wellbeing is a priority and support can come for any child at any time, support is available for SEMH needs, managing relationships, grief, sensory processing difficulties that can't be met through high quality teaching and ordinarily available provision in the classroom.	• Suspensions and significant behaviour incidents will be reduced having a universally positive impact and improve targeted children's sense of safety and belonging.
Technology – software and hardware – to ensure barriers to learning are reduced and outcomes increase.	3,2,1	EEF Adaptive Teaching	Uni/Tar Universal and targeted	£2000	Targeted children that require technology to support their access to learning will have this. This can include talking tins, reader pens, talk-to-type software, laptop access, specific software such as Touch Type Read Spell, Busy Things and Clicker	• Children will have access to technology that will enable them to access mainstream learning, record their ideas independently and make increased progress, especially in reading and writing. • Wellbeing will increase – measured via pupil voice surveys.
Specialist staffing to support small groups with bespoke learning programmes to close gaps across the curriculum, with a focus on reading and maths.	2,3	EEF Effective use of Teaching Assistants, EEF Integrating Maths into Everyday Routines	Uni/Tar Targeted	£1000	Targeted children will access specialist support in reading and maths to close gaps. This will include reading support and programmes such as Maths Box.	• Outcomes in maths and reading will see increased rapid progress. • Children will have greater accessibility to all foundation subjects – they will be able to read to learn.
Nurture in Nature area and outdoor provision	1, 4	Enrichment Framework,	Uni/Tar Universal	£1000	All children will have access to quiet, reflective spaces at break and lunch times outside. There will be increased resources for physical activity including playground games/toys. Trained Playground Leaders will promote positive behaviours and increased connection across school.	• Children's sense of wellbeing and belonging will be positive – pupil voice surveys will reflect this. • Low level behaviour incidents at playtimes will be reduced as children are more engaged in productive games.

Enrichment programme for all to ensure children have strong cultural capital, awareness of diversity, develop fundamental skills in resilience, communication, perseverance and teamwork and are ready for the adult world ahead of them.	**4,1,2**	**Enrichment Framework** **Characteristics of Effective Learning** **Leuven Scales**	**Uni/Tar** **Universal**	**£500**	**Contributions towards enrichment activities across school including access to trips, civic roles including Eco Champions, Nurture Buddy roles, careers programmes**	• **Children will have a strong sense of belonging and community. Children with identified SEMH needs will feel a stronger sense of regulation and support, belonging and responsibility – pupil voice.** • **Children will experience a wider range of opportunities, have a strong awareness of opportunities available to them and their experiences will help define the confident, ambitious, independent adults they will become.**
Specialist services and outside agencies will be bought in to support targeted children with both early identification of needs, e.g. Specialist teachers.	**1,2,3**		**Uni/Tar** **Targeted**	**£1500**	**Specialist Teacher assessments will give specific identification of needs for targeted children, as well as professional recommendations of how best to breakdown their barriers to learning through adaptations and bespoke intervention programmes.**	• **Targeted children will have their barriers to learning identified in greater depth, quickly** • **Teachers make more effective adaptations (see in lesson observations) to teaching and learning to enable increased outcomes and more rapid progress.**
CPD for all staff on emotional regulation, identifying and supporting communication and language needs and specific programmes such as Sound Builders and WellComm	**1,2**	**EEF Professional Development**	**Uni/Tar** **Universal**	**£1000**	**Staff will have strong CPD to enhance their skills and knowledge in supporting all the children in our school through special programmes, emotional regulation strategies and early identification**	• **Children will have needs identified quickly and immediate support can be given to ensure attainment gaps are rapidly responded to and begin to narrow or close.** • **Children's wellbeing remains a priority and staff are confident in supporting children to access wellbeing toolkits and referring to the SENCO with more challenging cases. Wellbeing and sense of belonging will be high – pupil voice survey.**

Total Budgeted Cost: £22,550

£6000 IMF,

(£15,000 LCC Inclusion grant,)

(£1500 Tesco Blue Token Community Award.)