



Inclusion Strategy – Teversham 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	2026-2029
Date this statement was published	August 2026
Date on which it will be reviewed	August 2027
Statement authorised by	Rebecca Simpkin Smith

Statement of intent

At Teversham CE Primary School, our Christian vision — "We love because God first loved us" (1 John 4:19) — drives our unwavering commitment to inclusion. We believe that all children are made in the image of God and are valued because of this. Our ultimate objective is to ensure that every child, including those with additional needs and SEND, can explore, discover, flourish and achieve their best within our loving, serving, learning community.

With 25% of our children identified as having SEND and 40% eligible for Pupil Premium, inclusion is not an add-on but the foundation of everything we do. Our inclusion strategy works towards achieving our objectives by strengthening our universal offer through high-quality adaptive teaching, embedding early intervention, and ensuring that targeted support is precisely matched to need. We are committed to doing fewer things well, focusing our resources on approaches that evidence shows will make the greatest difference.

The seven principles of inclusion underpin our strategy. We embed ambitious leadership and governance through distributed responsibility for SEND across all staff, supported by our Senior Leadership Team and Governing Body. We prioritise evidence-based support focusing on early intervention, particularly for speech, language and communication needs and self-regulation, recognising that early action prevents needs from escalating. High-quality adaptive teaching with curriculum designed for all learners sits at the heart of our approach, aligned with our school improvement priority to ensure all children flourish from their starting points. We provide enriching provision beyond the classroom that all children can access, reflecting our large school grounds and commitment to community. We foster a safe and respectful culture where every child belongs, building on our Cambridgeshire Therapeutic Thinking approach. We develop strong partnerships with families and wider services, working collaboratively with parents, the local authority and

health professionals. Finally, we create inclusive environments with continuous improvements to accessibility, recognising the constraints and opportunities of our small building and large outdoor spaces.



In developing this strategy, we have engaged with families through a parent survey and meetings with individual parents, listened to children's voices, and collaborated with our SEND Governor and wider school community. Their insights have shaped our priorities and ensured this strategy reflects the needs and aspirations of those we serve. We will continue to engage with key stakeholders and review our approach.

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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Speech, language and communication needs on entry: A significant and growing proportion of children enter our school with speech and language needs, including limited listening and attention skills and restricted vocabulary. This affects their ability to access the curriculum, engage in learning and develop early literacy skills. Evidence from our baseline assessments shows this trend has increased in recent cohorts, reflecting wider national patterns following the pandemic. This is also often seen in new children joining our school, either mid-year, or in different year groups, especially across KS1.
2	Delays in accessing additional funding through EHCP: We have a number of children whose Education, Health and Care Needs Assessments have been in process for up to two years. This delay in securing statutory funding creates a gap between identified need and resourced provision, placing pressure on our core budget and limiting our capacity to provide the intensive support some children require.
3	Self-regulation difficulties: Many children arrive at school with underdeveloped self-regulation skills, affecting their ability to manage emotions, sustain attention, and engage positively in learning. This barrier is closely linked to our ongoing work on embedding Cambridgeshire Therapeutic Thinking and impacts on behaviour, attendance and readiness to learn.
4	Cognition and learning difficulties requiring significant overlearning and scaffolding: A number of children have cognition and learning difficulties that require extensive overlearning, high levels of scaffolding and repeated practice to secure new knowledge and skills. Limited additional adult support for interventions constrains our capacity to provide the intensive, sustained support these children need.

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 <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Whole-school communication and language strategy: Implement a universal approach to developing speech, language and communication across EYFS and KS1, including staff professional development in high-quality adult-child interactions, explicit vocabulary instruction, and communication-friendly environments. The EEF Early Years Toolkit finds that communication and language approaches have very high impact (+7 months) for very low cost. Staff will access training through Speech and Language UK's Resource Library to embed consistent strategies. We utilise the training for our link speech and language therapist, as part of their school offer. This activity falls under high quality adaptive teaching with curriculum designed for all learners . Barriers addressed: 1	Universal	£5000
Self-regulation and therapeutic thinking professional development: Invest in whole-staff training to embed Cambridgeshire Therapeutic Thinking approaches and explicit teaching of self-regulation strategies. The EEF Early Years Toolkit indicates self-regulation strategies have moderate impact (+3 months) and are particularly beneficial for disadvantaged children. Training will focus on co-regulation, teaching calming strategies, and creating environments that support children to manage emotions and behaviour. This activity falls under a safe and respectful culture fostering belonging, attendance, and participation in learning . Barriers addressed: 3	Universal	£600



Adaptive teaching and scaffolding CPD programme: Deliver sustained professional development for all teachers focused on the EEF's 'five-a-day' strategies for pupils with SEND: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and using technology. The EEF SEND in Mainstream Schools guidance emphasises that high-quality teaching is the most important lever for improving outcomes for pupils with SEND. This will be delivered through our Lesson Study approach, aligned with School Improvement Priority 4. This activity falls under high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 1, 3, 4	Universal	£8000
Strategic deployment of teaching assistants for structured interventions: Review and strengthen TA deployment to ensure effective delivery of targeted interventions for children with cognition and learning difficulties. Following the EEF's guidance on Making Best Use of Teaching Assistants, TAs will supplement rather than replace teacher instruction, delivering structured interventions with clear protocols and regular monitoring. Focus will be on overlearning and retrieval practice for children requiring additional support. This activity falls under evidence-based support prioritising early intervention. Barriers addressed: 2, 4	Targeted	£10200
Family partnership and communication programme: Strengthen partnerships with families through regular communication about inclusion approaches, parent workshops on supporting speech and language development at home, and improved systems for involving families in assess-plan-do-review cycles. The EEF Implementation Guidance emphasises the importance of engaging stakeholders in change processes. This will include clear communication with families awaiting EHCP outcomes about interim provision. This activity falls under strong partnerships with families and wider services. Barriers addressed: 1, 2, 3	Universal	No additional allocation

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
Children entering school with speech and language needs make accelerated progress in communication and language, narrowing the gap with their peers.	By the end of Reception, at least 75% of children who entered below age-related expectations in communication and language will have made accelerated progress as measured by Development Matters and Wellcomm assessments. The proportion of children achieving the Early Learning Goal in communication and language will increase year-on-year.
Children with SEND, including those awaiting EHCP funding, make good progress from their starting points across the curriculum.	Internal tracking shows at least 80% of children with SEND making expected or better progress in reading, writing and mathematics. Annual reviews and SEND support plans demonstrate clear evidence of progress against individual targets. Pupil voice indicates children feel supported and able to access learning.
Children demonstrate improved self-regulation skills, leading to better engagement, behaviour and attendance.	Reduction in behaviour incidents recorded on My Concern, with particular focus on incidents related to emotional dysregulation. Attendance for children with SEND is at least in line with national averages. Pupil wellbeing surveys show improved scores for feeling calm and ready to learn.
Children with cognition and learning difficulties demonstrate secure retention of key knowledge and skills through overlearning and scaffolded approaches.	Formative assessment shows improved retention of previously taught material for children receiving targeted intervention. Gap between children with cognition and learning needs and their peers narrows in standardised assessments as evidenced in the data analysed in termly pupil progress meetings. Children demonstrate increased independence in applying learned strategies.
Families report feeling well-informed and involved as partners in their child's education and inclusion.	Parent surveys show at least 85% of families of children with SEND feel well-informed about their child's provision and progress. Attendance at parent workshops and review meetings increases. Parental feedback indicates confidence in the school's inclusive approach.
Staff feel confident and skilled in delivering high-quality adaptive teaching for all learners.	Staff surveys demonstrate increased confidence in supporting children with SEND. Lesson observations and learning walks show consistent application of the 'five-a-day' strategies. Professional development evaluations indicate staff value and apply training in practice.

