Inclusion Strategy – Bowlee Park 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	2026/27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mr Boyle, Headteacher

Statement of intent

At Bowlee Park Community Primary School, our ultimate aim is for every child to belong, participate, achieve and thrive, regardless of their starting point, background or individual needs. We are ambitious for all pupils, including those with SEND, disadvantaged pupils and other vulnerable groups. We aim to identify barriers early, provide the right support at the right time and ensure that additional needs do not limit access to an ambitious, broad and enriching curriculum.

Our inclusion strategy is rooted in our deep understanding of our pupils, families and community. Many children enter school with barriers including speech, language and communication needs, delayed vocabulary, gaps in literacy and numeracy, underdeveloped self-regulation, limited experiences and complex life experiences. We therefore focus on removing barriers rather than lowering expectations.

Our strategy is built around the **seven principles of inclusion**:

1. Ambitious leadership and governance
Inclusion is a whole-school responsibility. Leaders and governors monitor the quality and impact of provision, ensuring that SEND and inclusion remain central to school improvement.

2. Evidence-based support and early intervention
We use assessment, pupil information and professional expertise to identify needs early. Our approach prioritises timely, evidence-informed intervention, including communication, literacy, numeracy, social and emotional development, alongside the development of executive function skills such as attention, working memory, organisation, planning, flexibility and self-regulation**.** We explicitly teach and practise these skills so that pupils become increasingly independent, confident and ready to learn.

3. High-quality adaptive teaching
High-quality teaching is at the heart of our inclusive offer. Our curriculum is designed for all

learners, with carefully planned scaffolding, explicit vocabulary and oracy development, appropriate adaptations and targeted support where required. Adaptations enable access without reducing ambition or narrowing the curriculum.

4. Enrichment beyond the classroom
We provide a wide range of experiences, visits, leadership opportunities and personal development activities so that all children can broaden their horizons, develop cultural capital and discover their strengths.

5. Belonging, attendance and participation
We promote a safe, respectful and nurturing culture where every child feels valued. We explicitly develop relationships, resilience, emotional regulation and positive learning behaviours, while working proactively to remove barriers to attendance and participation.

6. Strong partnerships with families and wider services
We work collaboratively with parents and carers and, where appropriate, external professionals and wider services. Families are valued as partners in understanding needs, identifying barriers and agreeing effective support.

7. Inclusive environments and accessibility
We continually review our physical, sensory, social and learning environments to improve accessibility and participation for all pupils.

During 2026–27, we will invest our £40,000 Inclusive Mainstream Fund allocation alongside our core resources to strengthen these priorities, with a particular focus on adaptive teaching, communication and language, early intervention, staff expertise, regulation and accessibility.

We will evaluate impact through pupil progress, attendance, participation, behaviour and wellbeing, alongside pupil, parent and staff voice. Our aim is to develop an inclusive school by design**,** where barriers are identified early and every child has the opportunity to succeed.

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	**Speech, language and communication:** A significant proportion of pupils enter school with delayed speech, language, communication and vocabulary skills. This can affect understanding, attention, interaction, confidence and access to the curriculum. We recognise the importance of early identification and a language-rich universal offer alongside targeted support.
2	**Foundational learning gaps:** Many pupils begin school with attainment below age-related expectations, particularly in early literacy, reading, writing and mathematics. Gaps in prior experiences can make it difficult for some pupils to access increasingly complex curriculum content without carefully planned scaffolding and intervention.

3	**Executive function and self-regulation:** Pupils may experience difficulties with attention, working memory, organisation, planning, cognitive flexibility, impulse control and emotional regulation. These needs can affect readiness to learn, independence, task completion, relationships and participation. We recognise the importance of explicitly developing executive function skills across the curriculum.
4	**Social, emotional and mental health needs:** Some pupils experience anxiety, low self-esteem, difficulties with emotional regulation, social interaction or managing change. A number of pupils have experienced trauma, adverse childhood experiences or complex family circumstances, which can affect their ability to feel safe, regulate emotions and engage consistently in learning.
5	**SEND and increasing complexity of need:** Our SEND cohort includes pupils with a range of needs, including communication and interaction, cognition and learning, social, emotional and mental health, and sensory or physical needs. We are increasingly supporting pupils with multiple and overlapping needs, requiring greater coordination between universal provision, targeted intervention, families and external services.
6	**Attendance and participation:** For some pupils, attendance is affected by family circumstances, anxiety, health, social disadvantage or other barriers. Reduced attendance can compound existing gaps in learning, relationships and belonging.
7	**Socio-economic disadvantage and limited experiences:** Significant socio-economic deprivation affects some families and can create barriers relating to access to resources, health, enrichment, cultural experiences and wider opportunities. We therefore place a strong emphasis on vocabulary, cultural capital, enrichment, aspiration and access to experiences beyond the immediate community.

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)*
High-quality adaptive teaching & curriculum access A) Right to Succeed Project: Improving SEND provision in mainstream settings, with CPD programme for leaders. B) School based staff CPD, coaching, adaptive teaching approaches, scaffolding, visual supports, curriculum adaptation, accessible resources and development of a consistent whole-school inclusive teaching approach Barriers: 1, 2, 3, 5	U	Total Budget Cost: £ £8,000 IMF
Communication, language & vocabulary A) Right to Succeed Project: Early identification of language and communication needs to increase GLD. B) In line with the Rochdale SLCN Balanced System approach, further embed language and communication resources, vocabulary/oracy development, targeted language interventions, pre-teaching vocabulary, staff training and resources to support pupils with SLCN and EAL C) Roll out of the new Widget Online Tool, with CPD to support communication needs in quality first teaching.	U T	Total Budget Cost: £ £7000 IMF

D) Specialist Speech and Language TA to deliver group and individual support, in conjunction with the Rochdale SLCN Balanced System. Barriers: 1, 2, 3		
Developing executive function & readiness to learn A) Educational Psychology Project with EYFS staff team on meeting the needs of pupils with executive function difficulties and highly complex needs. B) School based staff training and resources to explicitly develop attention, working memory, organisation, planning, cognitive flexibility, independence and self-regulation; visual timetables and classroom strategies Barriers: 3, 5	U	Total Budget Cost: £ £5000 IMF
Early identification & targeted intervention A) Further development of assessment and screening resources, targeted literacy/numeracy support, early intervention, small-group provision and monitoring of impact, linked to the above work with Right to Succeed and the EP Service. B) Delivery of intervention in school by skilled adults to address barriers to learning. Barriers: 1, 2, 3	U T	Total Budget Cost: £ £5000 IMF
Emotional regulation, SEMH & sensory needs A) Whole school CPD on the use of My Happy Mind and Zones of Regulation to support a consistent and comprehensive B) Development of regulation resources, calm spaces, sensory resources, nurture provision and staff training to support emotional regulation e.g., Calm Corners C) Staff delivery of targeted support for children to access and use the approaches and resources	U T	Total Budget Cost: £ £5000 IMF

D) Partnership NHS Mental Health Support Team to offer school-based support/therapy Barriers: 4, 3		
Staff expertise & professional development Working with the REAL Trust training provider, staff to access specialist CPD, coaching, release time and development of staff expertise in SEND, autism, ADHD, communication, SEMH and inclusive practice Barriers: 1, 2, 3, 5	U	Total Budget Cost: £ £400 IMF
Belonging, attendance & family partnership Transition support, pupil voice, attendance work, parent workshops, family resources and strengthening communication with families Barriers: 6, 7	T	Total Budget Cost: £ £3000 IMF
Inclusive environment & accessibility Classroom, school 'Hubs' and playground adaptations, accessibility resources, sensory/environmental improvements and resources that increase participation Barriers: 1, 2, 3, 5	T	Total Budget Cost: £ £3000 IMF

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
High-quality adaptive teaching and curriculum access **Intended outcome:** All pupils, including those with SEND and other barriers to learning, access an ambitious, broad and well-sequenced curriculum through consistently strong adaptive teaching.	➢ Staff demonstrate increased confidence and consistency in adaptive teaching. ➢ Classroom practice routinely includes appropriate scaffolding, modelling, visual support and accessible resources. ➢ Pupils with additional needs increasingly access the same ambitious curriculum as their peers. ➢ Monitoring shows reduced reliance on individual adult support where appropriate.
Communication, language and vocabulary	➢ Improved assessment outcomes in speech, language, vocabulary and reading.

Intended outcome: Pupils develop stronger communication, vocabulary and oracy skills, enabling them to understand, participate in and access learning more successfully.	➢ Targeted pupils make expected or better-than-expected progress. ➢ Explicit vocabulary and oracy teaching is evident across the curriculum. ➢ Pupils demonstrate increased confidence in speaking, listening and using subject-specific vocabulary.
Executive function and readiness to learn **Intended outcome:** Pupils develop the executive function skills needed to become increasingly independent, resilient and ready to learn.	➢ Staff consistently use strategies that support attention, working memory, organisation, planning and cognitive flexibility. ➢ Pupils increasingly sustain attention, manage tasks and respond positively to changes and challenges. ➢ Pupils demonstrate increased independence in organising themselves and completing learning. ➢ Reduction in barriers associated with self-regulation and readiness to learn is evident through pupil and staff assessment.
Early identification and targeted intervention **Intended outcome:** Barriers are identified earlier and pupils receive timely, evidence-informed support before difficulties become more significant.	➢ Assessment and identification systems are consistent across the school. ➢ Targeted interventions have clear entry and exit criteria and measurable outcomes. ➢ Pupils receiving intervention demonstrate measurable progress. ➢ Intervention impact is reviewed regularly and provision is adapted or discontinued where it is not having sufficient impact.
Emotional regulation, SEMH and sensory needs **Intended outcome:** Pupils feel safe, supported and increasingly able to regulate their emotions and participate positively in school life.	➢ Pupils have access to consistent whole-school regulation strategies. ➢ Staff confidence in supporting SEMH and sensory needs increases. ➢ Targeted pupils demonstrate improved regulation and engagement. ➢ Improvements are evident in behaviour, participation, attendance and pupil wellbeing.
Staff expertise **Intended outcome:** Staff develop the knowledge, skills and confidence to meet a wider range of needs through high-quality inclusive practice.	➢ Staff training is aligned directly to identified barriers within our pupil population. ➢ Staff report increased confidence in supporting pupils with SEND and other additional needs. ➢ Monitoring demonstrates that professional learning is translated into classroom practice. ➢ Specialist knowledge is shared and embedded across teams rather than remaining with individual staff members.
Belonging, attendance and family partnership	➢ Pupil and parent voice demonstrates positive experiences of inclusion. ➢ Attendance barriers are identified and addressed earlier. ➢ Transition arrangements are increasingly personalised and effective.

Intended outcome: Pupils experience a stronger sense of belonging and families are active partners in supporting inclusion.	➢ Families report improved communication and partnership with school.
Inclusive environments and accessibility **Intended outcome:** The school's physical, sensory and learning environments enable all pupils to participate as fully and independently as possible.	➢ Identified accessibility barriers are addressed promptly. ➢ Pupils demonstrate increased independence and participation. ➢ Environmental adaptations are evaluated for impact. ➢ Pupil voice informs ongoing improvements to the school environment.

Review of the previous academic year

From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.

To support this, you should use:

- *Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.*

Further information (optional)

Use this space to provide any additional information you think necessary to help others understand your strategy.