Bramford CEVC Primary School Inclusion Strategy

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	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Executive Headteacher and approved by governing board 19.11.26

Statement of intent

At Bramford and Somersham Primary School Federation, our vision is **'Living in Unity... Together we are ACE.'** Unity is our guiding principle and underpins everything we do. We believe that every child is valued, every individual has a contribution to make and that, together, we create a community in which everyone can belong, flourish and achieve.

Our commitment to inclusion is rooted in our belief that all children deserve the opportunity to succeed, regardless of their individual circumstances, starting points or additional needs. We recognise and celebrate difference, remove barriers to learning and participation, and strive to ensure that every child feels safe, respected, understood and valued. We recognise that **unity does not mean treating every child the same; it means ensuring that every child receives what they need to belong, participate and achieve.** Inclusion is everyone's responsibility and is reflected in our relationships, our expectations, our curriculum and the environments in which children learn.

Through our ACE values, we promote positive attitudes, achievement, responsibility, perseverance, independence, creativity, collaboration and care for others. These values shape our inclusive culture and inform our commitment to high expectations for

all, strong partnerships with families and the wider community, and continuous improvement in the quality of provision.

Our inclusion strategy seeks to embed the seven principles of inclusion through ambitious leadership, evidence-informed approaches and early identification of need; high-quality adaptive teaching and an accessible curriculum; enriching opportunities beyond the classroom; a safe, respectful culture which promotes belonging, attendance and participation; strong partnerships with families and wider services; and learning environments which are accessible and responsive to pupils' needs. We are committed to developing staff knowledge and expertise, strengthening our universal offer and ensuring that additional support is timely, purposeful and effective.

We recognise that achieving meaningful inclusion requires us to listen, learn and work together. Our strategy is informed by the views and experiences of pupils, families, staff, governors and wider professionals. We draw on parent and staff surveys, pupil voice activities, conversations with families, SENCO discussions with external professionals and governor engagement to help identify barriers, understand the needs of our school communities and evaluate the effectiveness of our provision. We value these partnerships and recognise that working collaboratively enables us to develop a responsive, inclusive approach in which every child is supported to belong, participate and achieve.

We also recognise that unity does not mean treating every child the same; it means ensuring that every child receives what they need to belong, participate and achieve.

At Bramford, our inclusion strategy places particular emphasis on strengthening the universal offer so that high-quality teaching, accessible resources and thoughtfully designed learning environments enable all pupils to participate and succeed. We recognise the importance of creating calm, welcoming and stimulating classrooms that support sensory needs, emotional wellbeing and readiness to learn. Through the development of adaptive teaching and inclusive classroom practice, we aim to reduce barriers before they become entrenched, ensuring that pupils with additional needs are supported to access the same ambitious curriculum and opportunities as their peers.

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	**Diversity and increasing complexity of pupil needs** Bramford serves a diverse pupil population with a broad range of learning, developmental, communication, sensory and social, emotional and mental health needs. The range and complexity of individual needs requires responsive provision, early identification and a strong inclusive approach which enables all pupils, including those with SEND and other vulnerabilities, to access learning and participate fully in school life.
2	**Consistency of adaptive teaching and curriculum access** There is a need to further strengthen the consistency and quality of adaptive teaching across classrooms and phases to ensure that all pupils can access an ambitious curriculum and make progress from their individual starting points. While assessment processes are established, their consistent use to inform teaching adaptations and remove barriers remains an area for development. In some instances, pupils rely on individual adult support or withdrawal from classroom learning to access appropriate provision, highlighting the need to strengthen the universal offer so that more pupils can successfully access learning alongside their peers.
3	**Social, emotional, sensory and mental health needs** Some pupils experience difficulties with emotional regulation, sensory processing, anxiety and managing the social and emotional demands of the school environment. These needs can affect readiness to learn, concentration, relationships, behaviour and sustained engagement. There is a need to strengthen staff understanding of underlying needs and develop classroom environments and approaches which proactively support regulation, independence and engagement, reducing reliance on reactive interventions or individual adult support.
4	**Attendance, engagement and equitable participation** Some pupils, particularly those experiencing additional vulnerabilities or disadvantage, face barriers which affect their attendance, engagement and access to learning. There is a need to identify and understand individual barriers at an early stage, working collaboratively with families and relevant professionals to provide supportive, targeted responses which improve attendance, strengthen belonging and ensure that all pupils can benefit fully from school life.

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)*
Widget: Purchase of resources to support the universal offer and improve accessibility and participation in learning. (Barrier 2)	Universal	£241.80
Biophilic classroom resources: Development of calm, welcoming and stimulating classroom environments through the introduction of biophilic resources. These will support pupils' sensory needs, emotional wellbeing, concentration and readiness to learn. (Barriers 2 and 3)	Universal	£1000
ELSA training: Training for two members of staff to develop emotional literacy support capacity within school, enabling pupils experiencing social, emotional and mental health difficulties to access timely, targeted support to develop emotional awareness, resilience and regulation. (Barriers 1 and 3)	Targeted	£650 x 2 = £1300
Development of a dedicated reset space/inclusion base: Repurposing the redundant ICT suite to create a flexible, sensory-informed environment incorporating a low-stimulation quiet	Universal, targeted through its usage	Removal/disposal of ICT benches, desktops and cabling £500

area, sensory resources, a mindful relaxation area and space for adult-supported emotional regulation and sensory activities. This will provide opportunities for pupils to regulate, access targeted support and develop strategies which enable them to return to classroom learning and participate more successfully. (Barriers 1, 2 and 3a combination of: • A quiet, low-stimulation area for pupils who need time away from the classroom. • Sensory resources for pupils who need movement, touch, proprioceptive or visual input. • A small mindful relaxation area. • A space for adult-supported emotional regulation and sensory activities.		Redecoration, including calming colours £500 Flooring/rugs/soft floor coverings £350 Comfortable seating, beanbags, floor cushions £500 Sensory den / quiet retreat area £250 Sensory diet equipment (resistance bands, wobble cushions, therapy balls, weighted resources, tactile equipment) £600 Sensory lighting, visual stimulation and calming equipment £400 Mindfulness resources (breathing aids, timers, visual prompts, books) £150 Storage and room dividers £450 Additional resources and contingency £400 Estimated total £4,100
Additional technology to facilitate adaptive teaching: Purchase of a class set of 2-in-1 tablets, including charging equipment, set-up and licences. Devices will support teachers to adapt learning,	Universal, targeted through its usage	£5,803.20, topped up from core budget allocation to total £7,000

provide accessible resources and offer flexible approaches to curriculum delivery, enabling pupils with different learning needs to participate more independently. (Barriers 1 and 2)		

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
Pupils with a broad range of learning, developmental, communication, sensory and social and emotional needs are supported through an inclusive and responsive approach to teaching and provision.	• Pupils' individual strengths and needs are identified and understood, with provision responsive to their changing needs. • Teachers and support staff use appropriate strategies and resources to remove barriers to learning and participation. • Pupils demonstrate increased engagement, confidence and participation in classroom learning and wider school life. • Reviews of provision demonstrate that support is making a positive difference to pupils' experiences and progress.
The quality and consistency of adaptive teaching is strengthened so that more pupils can access an ambitious curriculum and achieve well alongside their peers.	• Teachers make effective use of adaptive teaching approaches, dual-coded resources and technology to make learning accessible. • Pupils are increasingly able to access learning within their mainstream classroom, with appropriate adaptations and support. • Where pupils require additional adult support or targeted intervention, this is purposeful and promotes independence and access to classroom learning. • Assessment demonstrates that pupils,

	including those with SEND, make progress from their individual starting points.
Pupils experiencing sensory, social, emotional or mental health needs are supported to develop strategies for regulation, wellbeing and readiness to learn.	• Staff have increased capacity and confidence to recognise and respond to pupils' emotional and sensory needs, including through ELSA-informed support. • Pupils who need additional support can access appropriate sensory resources and a calm, supportive reset space. • Pupils are increasingly able to recognise and communicate their needs and use appropriate strategies to support their regulation. • Observations and pupil feedback indicate improved engagement, readiness to learn and participation following support.
Barriers to attendance, engagement and participation are identified and addressed so that all pupils feel a strong sense of belonging and can make the most of school life.	• Individual barriers affecting attendance and participation are identified promptly and addressed through supportive work with pupils, families and relevant professionals. • Pupils experiencing additional vulnerability are supported to access learning and wider school opportunities. • Attendance information is reviewed regularly to identify patterns, monitor the impact of support and inform next steps. • Pupil voice and observations indicate that pupils feel safe, included, valued and able to participate in school life.

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.