Somersham 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 Somersham, our inclusion strategy places particular emphasis on developing environments and provision that respond effectively to pupils' sensory, social, emotional and mental health needs. We recognise that some children require access to quieter, carefully designed spaces to support emotional regulation, wellbeing and engagement with learning. Through the development of dedicated sensory and quiet breakout spaces, alongside purposeful targeted interventions, we aim to provide responsive support that enables pupils to overcome barriers, develop confidence and participate more fully in school life and learning.

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	**Significant and complex additional needs** A small number of pupils have significant and complex learning and developmental needs, resulting in substantial differences between their individual starting points and age-related curriculum expectations. These pupils require highly personalised provision, carefully adapted learning experiences and additional support to access meaningful learning, make progress and participate fully in school life.
2	**Equity of achievement and curriculum access** There remains a significant difference in attainment between pupils with SEND and their peers. Although recent improvements in the quality and consistency of adaptive teaching are strengthening curriculum access, ensuring that pupils with additional and complex needs make meaningful progress from their individual starting points remains a priority. This requires effective assessment, carefully planned adaptations and provision which recognises and responds to individual strengths and needs.
3	**Access to appropriate learning environments and specialist support** Some pupils require access to quieter, sensory-informed environments and individualised interventions to support their sensory, communication and emotional needs. Developing appropriate spaces and provision will enable pupils to regulate, engage in learning and access additional support in an environment suited to their individual needs.
4	**Understanding and appreciation of diversity** There is an opportunity to broaden pupils' experiences and understanding of diversity, individual differences and different life experiences. Developing empathy, compassion and respect for others is important in building an inclusive community in which all children understand, value and celebrate difference and recognise that everyone has something important to contribute.

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)*
Sensory breakout space – Develop a dedicated sensory breakout space to provide a calm, supportive environment for pupils with significant or complex needs who may require a quieter space or additional support to manage sensory demands and regulate before returning to learning. This will support pupils’ access to learning and participation in school life. *(Barriers 1 and 3)*	Targeted	£1542.80
Intervention space – Develop an appropriate, welcoming space for targeted and small-group support, enabling pupils to access focused interventions and additional teaching in an environment suited to their individual needs. This will support access to learning, address barriers to participation and help pupils make progress from their individual starting points. *(Barriers 1 and 2)*	Universal	£2,470
Widget – dual-coded learning resources – Purchase software enabling staff to create dual-coded resources, combining visual and written information to make learning more accessible. These	Universal	£68.20

resources will support pupils' understanding and processing of information, helping to remove barriers to curriculum access and support a range of learning needs. *(Barrier 2)*		
Sensory diet resources – Purchase a range of sensory resources, such as weighted blankets and a trampette, to support pupils who benefit from individualised sensory strategies. Resources will be used to support sensory regulation, readiness to learn and engagement, with wider access where appropriate. *(Barriers 1 and 3)*	Targeted for pupils requiring adapted teaching resources, but available for all	£600
Immersive experiences to broaden horizons and raise aspirations – Provide opportunities for pupils to take part in a wider range of enriching experiences, including trips and visitors. This will broaden pupils' experiences, develop their understanding of different people, places and perspectives, and promote curiosity, empathy and respect for diversity. *(Barrier 4)*	Universal	£900

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 significant and complex additional needs are better supported to access meaningful learning and participate in school life.	• Pupils have access to appropriately adapted provision and resources which reflect their individual needs and starting points. • Sensory and breakout provision supports pupils to manage individual needs and return to learning when ready. • Pupils demonstrate increased engagement, participation and independence in learning and wider school activities.

	• Individual progress is evidenced through assessment, observations and reviews of provision.
Pupils with SEND make meaningful progress from their individual starting points, with the gap in attainment between pupils with SEND and their peers reducing over time.	• Dual-coded resources and appropriately planned interventions improve access to the curriculum and support pupils' understanding of learning. • Assessment demonstrates that pupils with SEND are making progress from their individual starting points. • Teachers use adaptive approaches and resources effectively to ensure pupils can access ambitious learning. • Progress and attainment information is reviewed regularly to identify the impact of provision and inform next steps.
Pupils who experience sensory or emotional regulation difficulties are better supported to feel safe, settled and ready to learn.	• Pupils who need additional sensory support can access appropriate resources and spaces in response to their individual needs. • Staff use sensory strategies and resources purposefully to support regulation and engagement. • Observations and pupil feedback indicate improved readiness to learn, engagement and participation. • Where appropriate, pupils develop greater independence in recognising and managing their sensory or emotional needs.
Pupils develop a broader understanding and appreciation of diversity and different life experiences.	• All pupils have opportunities to participate in a wider range of enriching experiences, including trips and visits from external contributors. • Pupil voice demonstrates increased awareness and understanding of different people, places, experiences and perspectives. • Pupils demonstrate respect, empathy and

	positive attitudes towards individual differences. • Enrichment opportunities are planned so that all pupils can participate, with adaptations and support provided where necessary.

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.