Inclusion Strategy
Sutton on Trent Primary and Nursery school 2026-2027

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026/2027
Allocated funding	£8187
Date this statement was published	31/10/26
Date on which it will be reviewed	August 2027
Statement authorised by	J Hutchinson

Statement of intent

At Sutton-on-Trent Primary and Nursery School, we believe that every child deserves the opportunity to succeed, regardless of their individual needs, starting points or circumstances.
Our inclusive approach is rooted in our school values of being inclusive, supportive, resilient, aspirational and positive.
We are committed to identifying barriers to learning at the earliest opportunity, providing appropriate support and adapting teaching and provision so that all pupils can participate, achieve and feel valued.
We recognise that some children require additional support to overcome barriers associated with SEND, disadvantage, communication and language, emotional wellbeing, attendance or other individual circumstances.
Our aim is to ensure that inclusion is everyone's responsibility and that effective support enables children to become increasingly independent, confident and successful learners.

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	Increasing numbers of pupils requiring support with emotional regulation, social interaction, managing anxiety and developing positive relationships.
2	Increasing needs, with overlapping barriers relating to disadvantage, SEND, attendance, emotional wellbeing and access to learning
3	Increasing numbers of children entering Early Years requiring additional support to develop communication, language, self-care, independence and early social skills.

Activity in this academic year

Our priority this year is to further strengthen both our universal offer and targeted provision, ensuring that all pupils, particularly those with additional needs or barriers to learning, can access high-quality teaching, participate fully in school life and achieve strong outcomes both academically and personally.
Our approach is informed by the EEF's 2026 guidance on Inclusive Teaching, which emphasises that high-quality universal classroom provision should form the foundation of an inclusive school, with carefully considered adaptations and additional targeted support implemented where necessary. This includes a

focus on explicit instruction, effective feedback, positive relationships and calm, predictable learning environments. Where additional support is required, interventions will be carefully selected, closely aligned with classroom teaching and regularly evaluated to ensure they make a measurable difference to pupils' engagement, wellbeing, independence and progress.

Description of activity *(noting evidence and barrier numbers addressed)*	Barriers addressed	Activity type	Total budgeted cost
Pastoral Support Consistent named Teaching assistant support in each classroom promotes the establishment of strong, positive relationships. This trusted adult support meets the needs of most pupils through mentoring and nurture approaches, with sensory circuits for regulation and ELSA support being available for those requiring a more direct intervention to ensure pupils can access learning successfully.	1, 2, 3	Universal Targeted	5 x 30mins daily (1 for each classroom) £3,290
Additional support for Early years to focus on personal independence Increased staffing levels at key times, such as preparation for lunch times enables all pupils to appropriately access facilities to prepare for lunchtime. Increased staffing levels at other times support pupils requiring toileting support or training to become independent users of the toilet.	2, 3	Universal	30 minutes daily £520
Additional support in early years to focus on Speech and language development Increased staffing levels provide capacity for teaching assistants and teachers to play actively in continuous provision. This time is used to model good language use, develop new vocabulary and extend children's speaking within their play. Specialist speech and language therapy sessions will provide assessments and guidance for specific activities to be carried out by teaching assistants for targeted pupils experiencing barriers with communication, understanding and expressive language.	2, 3	Universal Targeted.	Support staff £2,550
Staff CPD to enhance Inclusive Teaching CPD for teachers and higher level teaching assistants to focus on adaptive teaching. CPD for Early years practitioners to focus on language development and resources available to support targeted support. Specific CPD for staff to include behaviour support, autism and demand avoidance training, dyslexia and dyscalculia training. Purchase of specific equipment as recommended by training	1, 2	Universal	Staff CPD costs. Overtime payments for support and lunchtime staff £1200 Equipment £650

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 experiencing SEMH needs receive timely and appropriate pastoral support which enables them to engage fully and successfully in school.	Identified pupils receive support. Support is reviewed regularly for impact and updated accordingly.

	Pupil voice demonstrates that pupils feel supported and have trusted adults they can access. Positive behaviour in school, engagement within lessons and relationships with peers and adults remain consistently strong.
Pupils in Early Years receive the required support to develop independent self care.	Pupils with gaps in the development of self care and toileting are supported to catch up with their peers. All pupils in Early years are independent and able to access learning and social times in school successfully.
Pupils with speech, language and communication needs receive appropriate support to improve their ability to communicate and access learning.	Identified pupils receive assessment and intervention through access to specialist external support. All pupils access high quality communication opportunities through their interactions with adults during play. Staff demonstrate confidence in adapting their language to support and extend the development of individual learners. Communication and comprehension is improved and early years outcomes are strong.
Staff confidence and expertise in supporting pupils with SEND through inclusive classroom practice are strengthened.	Staff used effective adaptive teaching strategies consistently. Learning is scaffolded to meet the needs of specific pupils. All pupils are engaged in lessons and can access the learning at an appropriate level.
Improved participation and inclusion for disadvantaged pupils	Disadvantaged pupils access appropriate academic, pastoral and wider participation support. Barriers to attendance and engagement are identified and addressed promptly. Pupil progress, attainment, attendance and wellbeing are regularly monitored. Funding and interventions are reviewed to establish their impact.