BRADGATE
Education Partnership

Stronger Together

Newtown Linford Primary School

Inclusion Strategy 2026-2027

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PRODUCED BY:
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Ambitious
Collaborative
Ethical

Inclusion Strategy – Newtown Linford 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	2026-2027
Date this statement was published	20.11.2026
Date on which it will be reviewed	November 2027
Statement authorised by	Mr David Chapple – Head Teacher

Statement of intent

At Newtown Linford Primary School, we are committed to ensuring that every child feels valued, included and able to succeed. We believe that inclusion is the responsibility of all staff and that every pupil, including those with SEND and additional needs, should have access to an ambitious curriculum, high-quality teaching and meaningful participation in all aspects of school life.

Our Inclusion Strategy outlines how we will use our core school budget, including the notional SEND budget and Inclusive Mainstream Funding (IMF), to develop an inclusive culture where barriers to learning and participation are identified early and addressed effectively. As a small village primary school within the Bradgate Education Partnership, we are committed to creating a nurturing environment where every child feels that they belong, is supported to achieve their potential and is prepared for future success. Our approach is informed by the Department for Education's inclusion framework and evidence-informed practice to ensure that resources are used strategically and have the greatest impact on pupil outcomes.

Our approach is underpinned by the seven principles of inclusion: leadership and governance; school culture and belonging; high-quality teaching and curriculum; identification and assessment of need; targeted and specialist support; partnership with families and external agencies; and accountability, monitoring and evaluation. These principles ensure that inclusion remains central to decision-making, teaching, resource allocation and school improvement.
We are committed to ambitious leadership that places inclusion at the heart of school improvement, alongside high-quality adaptive teaching and curriculum design that enables all pupils to access, participate and succeed in learning. We prioritise the early identification of need and provide timely support through a graduated approach that combines effective classroom

practice with targeted interventions and specialist provision where required. We work closely with families, pupils and external agencies to ensure support is responsive, collaborative and centred on individual needs.

At Newtown Linford Primary School, inclusion extends beyond academic achievement. We recognise the importance of attendance, wellbeing, positive relationships and personal development in enabling children to thrive. Through our vulnerability tracking systems, Thrive-informed practice, pastoral support and strong safeguarding culture, we seek to identify and address barriers at the earliest opportunity. We are committed to ensuring that all pupils, particularly those who are disadvantaged, vulnerable or have additional needs, can fully participate in the wider life of the school, including enrichment opportunities, pupil leadership roles and extracurricular activities.

Through this strategy, we aim to strengthen outcomes for pupils in key inclusion groups by improving attainment, attendance, communication and language development, social and emotional wellbeing, and executive functioning skills. We recognise that the most significant factor in improving outcomes is consistently high-quality teaching, complemented by targeted intervention and specialist support where required.

Our aspiration is that every pupil leaves Newtown Linford Primary School with the knowledge, skills, confidence and resilience to thrive in the next stage of their education and beyond. By fostering a culture of high expectations, equity, belonging and inclusion, we will ensure that every child is known, valued and supported to achieve their full potential.

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	**Attainment gaps for pupils with SEND and additional needs**, particularly in writing, reading and mathematics, require adaptive teaching and targeted support.
2	**Communication, language and vocabulary development** limits some pupils' ability to access the curriculum, articulate understanding and develop reading fluency.
3	**Social, emotional and executive functioning needs** create barriers to engagement, self-regulation, attendance and learning for an increasing number of pupils.
4	**Attendance for pupils with SEND and additional needs** is below national expectations, reducing access to learning, interventions and wider school experiences

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	Activity type	Total budgeted cost
Consistent use of walk thrus, Steplab, Rosenshine principles and the EEF Guide to Inclusive Teaching to ensure every lesson is planned inclusively. **Inclusion principle:** high- quality adaptive teaching with curriculum designed for all learners/ambitious leadership and governance that embeds inclusion **Inclusion Principle:** ambitious leadership and governance that embeds inclusion Barrier 1	Universal	Purchase of walk thrus = £595 Purchase of Steplab = £1,530 Release time to lead teacher = £3,578
Rapid Phonics catch (EEF Phonics) • TA's receive formal training • Pupils are identified using Little Wandle tracker • Pupils receive daily Rapid Catch Up intervention to keep up and catch up **Inclusion principle:** evidence-based support prioritising early intervention Barrier 1 and Barrier 2	Targeted	Release time of TAs = £70
Widgit Online used consistently across the school to support language and vocabulary development. **Inclusion principle:** high- quality adaptive teaching with curriculum designed for all learners/ambitious leadership and governance that embeds inclusion. **Inclusion principle:** safe and inclusive environment Barrier 1 and Barrier 2	Universal	Widgit Online = £310
Introduction of Thrive Model:	Targeted	Thrive Wellbeing Specialist Teaching Assistant Apprenticeship training and access to Thrive Online = £1,905

Introduce the Thrive programme for targeted intervention that supports emotional wellbeing, belonging and participation. Thrive will ensure: - Early identification of pupils needing additional support - Targeted interventions that sit alongside universal provision **Inclusion principle:** safe and inclusive environment **Inclusion principle:** evidence-based support prioritising early intervention **Inclusion principle:** Creating well-rounded opportunities that lower barriers to participation and support social, emotional, and mental health (SEMH) needs. Barrier 3		Release time for Thrive Practitioner = £5,500
Additional weekly PE sessions for supporting regulation and social interaction of targeted pupils. **Inclusion principle:** Creating well-rounded opportunities that lower barriers to participation and support social, emotional, and mental health (SEMH) needs. Barrier 4 **Inclusion principle**: Fostering an environment where every child feels secure, regulated, and ready to learn, minimizing risk of exclusion or chronic absence. Barrier 3	Targeted	Sports coach cost = £975
Introduce the Inclusive Attendance programme to strengthen attendance, belonging and participation for all pupils. This will create a consistent, inclusive approach that supports staff, pupils and families. **The programme will ensure:** • Early identification of attendance barriers. • Whole-school inclusive attendance strategies. • Targeted support alongside universal provision. • Stronger attendance, belonging and engagement.	Universal	Access to Inclusive Attendance platform and online training: £650 Release time for Head Teacher to attend training: £1,350

Inclusion principle: ambitious leadership and governance **Inclusion principle**: safe and inclusive culture **Inclusion principle:** strong partnerships with families and services. Barrier 4		
Half termly meeting between Head Teacher and attendance welfare officer to discuss attendance trends and specific pupils/families who may require additional support. Targeted support put into place for pupils when and where needed to support attendance. Rise and Shine group to provide a soft start to the day for key pupils. **Inclusion principle:** strong partnerships with families and services. **Inclusion principle**: enriching and supportive provision **Inclusion principle:** safe and inclusive culture Barrier 4	Universal and targeted	

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
Improved quality first teaching for pupils in key inclusion groups. Barrier 1 and Barrier 2	Lesson observations and learning walks show that teachers consistently use adaptive practice, including clear explicit instruction, modelling, scaffolding, targeted questioning, pre-teaching of key vocabulary, and language support. Lesson observation and learning walks show that teachers consistently use Walk Thrus, Steplab approach and Rosenshine principles. Teachers use formative assessment to identify barriers during lessons and adjust support responsively, while

	maintaining the same ambitious learning intentions for pupils in key inclusion groups. Pupils in key inclusion groups make at least expected progress across the year according to school tracking data. Pupil work, feedback, and learning walks demonstrate that pupils in key inclusion groups can access the same curriculum content as their peers, with support gradually removed as independence increases.
Close the learning gap between pupils in key inclusion groups and their peers. Barrier 1 and Barrier 2	Insight data shows that identified pupils make at least expected progress so that the attainment gap does not widen. The Little Wandle tracker shows that identified pupils make at least expected progress in phonics and early reading, with accelerated progress where pupils are working below age-related expectations. Termly data reviews identify pupils who are not making sufficient progress, leading to a timely review of provision, support, and intervention.
Establish a sustainable Thrive approach for targeted groups that strengthens executive function, emotional wellbeing, belonging, participation and inclusion. Barrier 3	Trained Thrive practitioner use Thrive-Online to assess need, create action plans and track progress for individuals, groups and classes. A clear graduated offer is in place: universal trauma informed strategies for all pupils and targeted small-group or one-to-one Thrive support where needed, and review points to decide whether support should be increased, maintained or stepped down. Staff across the primary phase use a shared trauma-informed language and consistent relational strategies to understand behaviour as communication and respond to pupils' emotional and developmental needs. Pupils identified for targeted support show measurable improvement in emotional regulation, engagement, participation and readiness to learn, evidenced through Thrive-Online reassessment, staff observation and pupil voice. Pupils report increased feelings of safety, belonging and connection with trusted adults; this is evidenced through pupil voice, wellbeing surveys and participation data. Improvements are seen in engagement and inclusion-related outcomes, including reduced barriers to learning, improved attendance or punctuality where relevant, and a reduction in avoidable escalation or exclusion.

Attendance for SEND and vulnerable pupils increases to be at least in line with comparable national data. Barrier 4	Overall attendance of pupils with SEND is at or above national attendance figures for pupils with SEND. Overall attendance of identified vulnerable groups (e.g. disadvantaged pupils, children in care, young carers, pupils with SEMH needs) is at or above comparable national figures. The attendance gap between SEND/vulnerable pupils and their peers narrows year on year. Persistent absence rates for SEND and vulnerable pupils reduce and are in line with, or better than, national averages. All pupils identified as being at risk of persistent absence receive timely intervention. Attendance data is reviewed at least half-termly by school leaders, with actions implemented where concerns are identified. Parents and carers of SEND and vulnerable pupils report that they feel well supported by the school in overcoming barriers to attendance. Increased participation of SEND and vulnerable pupils in lessons, enrichment activities, educational visits and wider school life is evidenced through monitoring and pupil participation data. Pupil voice demonstrates that SEND and vulnerable pupils feel safe, welcomed and included within the school community. Behaviour, safeguarding and wellbeing data indicate that barriers affecting attendance are identified and addressed promptly.