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).

1. Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026/2027
Date this statement was published	TBC
Date on which it will be reviewed	TBC
Statement authorised by	Inclusion Team

2. Statement of intent

2.1 What is our vision?

At Brockswood Primary School, we believe every child is a valued individual with unique strengths and interests, and that all children have an equal right to access a broad, balanced and inclusive curriculum, in line with the DfE Special Educational Needs and Disability Code of Practice (2015).

We recognise that some children may experience Special Educational Needs or Disabilities (SEND) at different points in their school journey, whether academic, social, emotional or physical. We are committed to providing high-quality teaching and appropriate support to ensure every child can achieve their full potential. This includes enrichment, extension and acceleration for more able learners, alongside tailored interventions and individualised support where needed. Our engaging and inclusive curriculum is designed to promote high achievement, positive behaviour and successful progression through each stage of learning. We provide a safe, nurturing and enriching environment where every child can thrive.

We value strong partnerships with parents and carers, recognising that working together is central to children's success. Reflecting our ethos, *"Learning Together, Achieving Together – our community is committed to working in partnership to realise the potential of all,"* we strive to ensure every child receives the support, challenge and opportunities they need to succeed.

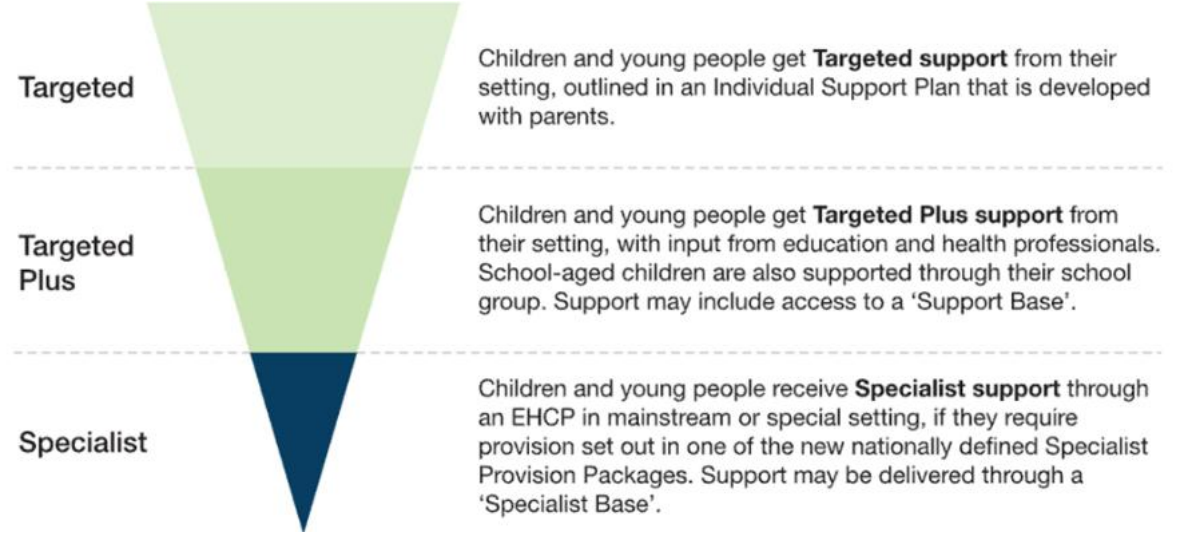
2.2 How do we identify whether a child needs extra help?

The term **Special Educational Needs** (SEN) is used to describe children who have needs over and above those that can be met by quality first line teaching and Ordinarily Available Provision. These needs may be within 5 areas of development:

Source: https://www.gov.uk/government/consultations/send-reform-putting-children-and-young-people-first/send-reform-putting-children-and-young-people-first-html-version

The Code of Practice 2015 defines SEN as follows: "A child or young person may have SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

1. has a significantly greater difficulty in learning than the majority of others of the same age or
2. has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."
3. The Department of Education identified the following layers when supporting children:



Source: https://www.gov.uk/government/consultations/send-reform-putting-children-and-young-people-first/send-reform-putting-children-and-young-people-first-html-version

2.3 What is our approach?

Children's needs can change over time, and some may require additional support to overcome barriers to learning or make expected progress. Where concerns arise, despite high-quality, OAP, adaptive teaching, we gather information from teachers, parents, the child (where appropriate), assessments and, where necessary, external professionals to determine whether a child has Special Educational Needs (SEN).

Support is provided through the graduated approach outlined in the SEND Code of Practice (2015), using the **Assess–Plan–Do–Review** cycle. Children's progress is monitored through ongoing teacher assessment, parent meetings, home or setting visits where appropriate, advice from external agencies, and termly Pupil Progress Meetings involving teachers, the SENCO and senior leaders. The SEND team also meets regularly to review individual pupils and ensure support is responsive to their changing needs.

Our graduated approach to identifying, assessing and supporting pupils with SEND is outlined below.

2.4 How do we achieve this?

Contact Information: For further details, please contact the INCO – **inco@brockswood.herts.sch.uk**.

Core Staff & Classroom Support:

- **Termly Progress Monitoring:** Track and evaluate progress termly across the **5 areas of development** to identify specific needs.
- **Assess-Plan-Do-Review Cycle:** Engage in this four-stage process whenever providing support that is additional to or different from usual.
- **Targeted Planning:** Formulate plans in liaison with the SENCO, Specialist Teachers, and SLT, keeping them flexible and responsive to each child's needs.
- **Tiered Support Delivery:** Deliver targeted support via the 3-tiered approach detailed below.
- **Parent Collaboration:** Share and review intervention plans with parents or carers regularly.
- **Policy Compliance:** Personalise learning as identified on Class Intervention Timetables and ensure Brockswood's SEN Policy is implemented.

Support Staff Team

- A strong, trained team providing additional targeted support by following the teachers' plans and working with individual students or small groups.
- Support may be delivered by: Teaching Assistants, Mentors or Pastoral Lead

"Blossom" — Cognition and Learning Provision - Specialist

Pupils with profound, complex cognition and learning needs have access to Blossom for the whole day. It serves as a dedicated safe space for students needing a specialist level of support.

- Core Focus:
  - Area of development specialisation: Sensory; Executive Function; Motor & Physical; Speech, Language & Communication; Social & Emotional
  - Type of support: Specialist
- Key Features:
  - Supported by a **suitably qualified and available adult** in a secure environment.
  - Delivers mostly sensory-based, visually scaffolded curriculum.
  - Enables and encourages pupils to grow and learn primarily through **play and other creative media**.
  - Focuses on building strong, positive relationships with adults in school.

"The Nest" — Specialist Resource Provision (SRP) - specialist
Establishing safety through self-regulation, building resilience, and fostering post-traumatic growth.

An integrated provision designed for children with **complex needs**, enabling full participation in a thriving school community while accessing **specialised support**.

- **Core Focus Areas:**
  - Emotional regulation, ASD diagnosis, speech, language, and communication needs.
  - Area of development specialisation: Sensory; Executive Function; Motor & Physical; Speech, Language & Communication; Social & Emotional
  - Type of support: Targeted Plus or Specialist
- **Approach:** A Trauma Informed Practitioner works alongside the children and SEN team to promote a therapeutic approach.
  - Safe environment to reduce stress while accessing the mainstream curriculum.
  - Bespoke provision tailored to individual profiles to support their development of social and communication skills.

"Ivy" — Internal Alternative Provision (IAP) - targeted plus/specialist

Enabling children to benefit from precision teaching, targeting the acquisition of foundation skills in core areas. Children with EHCPs, external professional involvement or needs that require more than OAP are offered the opportunity to consolidate, overlearn and pre-learn curriculum content in core subjects. Additionally, they benefit from small group intervention with visual scaffolds and individualised support.

The 3-Tiered Support System

TIER 1: CLASSROOM ADJUSTMENTS / TARGETED SUPPORT	
CATEGORY	ACTIONS & KEY STEPS
Status	NOT ON THE SEN REGISTER
Academic	› Identify concerns & hold informal parent meetings › Keep child in class with learning adjustments via differentiation › Deliver interventions to close learning gaps
Emotional	› Identify concerns & hold informal parent meetings › Keep child in class › Apply specific Educational & Protective consequences › Support behaviour expectations via Informal Behaviour Action Plan (IBAP)
Escalation Step:	After a reasonable period, if Tier 1 is ineffective, send evidence (CPOMS, behaviour logs, IBAP, assessments, ARBOR) to the SEND meeting for consideration.
Tier 2: Targeted Interventions / Targeted Plus or Specialist Support	
Category	**Actions & Key Steps**
Status	ON THE SEN REGISTER
Academic	Formal meeting with parents Implement reasonable adjustments within the classroom, as suggested by the SEND team Deliver Individualised Curriculum in-class (ISP Targeted Plus/Specialist level - Individual Monitoring of Academic Provision) Possible referral to specialist services
Emotional	Formal meeting with parents Support from Pastoral/Trauma Lead Formulate an individualised plan representing child and parent views Deliver individual adult time to pre-empt/avoid anti-social behaviour via ISP Targeted Plus/Specialist level, or possible RAMP Possible referral to specialist services
Escalation Step:	After a reasonable period, if Tier 2 is ineffective, send evidence (CPOMS, behaviour logs, IBAP, assessments, ARBOR) to the SEND meeting for consideration.
Tier 3: Targeted Interventions / Specialist Support	
Category	**Actions & Key Steps**
Status	ON THE SEN REGISTER
Academic & Emotional	› Formal meeting with parents

	› In-house Nurture Provision / SEND setting for children unable to access mainstream learning due to being highly disruptive or a danger to others when in class › Highly individualised curriculum designed and delivered by SEND Specialists › Possible applications for LHNF, EHCP, or Educational Psychologist involvement

3. 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.	**Family Circumstances –** separation, divorce, financial issues, unemployment. Involvement in the criminal justice system. Comes from a single parent/carer family or same-sex parent/carer family. Has experienced a bereavement (parent/carer, family or friend). Child is fostered or adopted.
2.	**Cultural, religious and socio-economic factors** – socio-economically disadvantaged, not eligible for pupil premium (family are just above the threshold for PPG but they are struggling financially).
3.	**Language and literacy –** children, parents EAL non-English speaker, parent/carer with low or limited literacy (not EAL)
4.	**Mental health and medical needs** – child or parent/carer who has mental health issues, child, sibling or parent/carer who has medical needs
5.	**Education and attendance –** low attendance and is often absent, is summer born
6.	**Safeguarding –** challenging family circumstances – substance abuse
7.	**Miscellaneous –**

4. 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)**
Attendance	1. More detailed and more regular attendance monitoring and analysis – notes from communication with parents to be kept daily for children with concerning attendance data. 2. Treat Tuesday – an incentive offered by the headteacher for children with 100% attendance for the week prior to encourage increased attendance. 3. For targeted children, funded breakfast and afterschool club incentive to remove barrier to attendance. 4. Access for all children to a free before school club focusing on well-being and a free breakfast. 5. A package of comprehensive support offered by the Pastoral Lead aimed at addressing any	

	mental health issues, relational factors, separation anxiety issues, soft starts, mentoring to help maximise attendance. 8. 6. Termly meetings with the AIO to ensure we are implementing all suggested advice and guidance from the LA perspective.	
Intervention	1. Termly intervention timetables for all pupils demonstrating less than expected attainment and progress. 2. Access to more individualised academic support for children in mainstream who (despite intervention) may have access to alternative internal provision (Ivy) for some/all core subjects. This is time limited and reviewed as required. Children requiring more than OAP, may benefit from the school's use of private EP, SALT and OT. This intervention will lead to individualised support as required. 3. When required, children experiencing emotional barriers to learning, may have access to in house pastoral support, escalated external agency involvement and EP involvement (private school EP)	

5. 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 attendance	Less absence from children causing concern Improved relationships between families and school Improved well-being and social development for children attending more regularly. Enhanced academic outcomes.
Accelerated progress and attainment	Targeted children demonstrate accelerated progress and attainment. Number of children requiring intervention decreases. Data points demonstrate increased attainment

6. Review of the previous academic year

TBC: 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.

7. Further information (optional)

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