Inclusion Strategy – Arboretum 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	2026-2029
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Helen Cavanagh and Helen Phillips
Total fund for 2026-2027	£30,300
Total spend	£31,928

Statement of intent

At Arboretum:
We believe that for our children to compete at their highest level, we must guide them to 'reach for the stars'; providing them with the knowledge and skills to be sensational both now and in their future.
***S**afe, **T**enacious. **A**mbitious, **R**espectful, **S**ensational*
We want our children to know they can be what they want to be – there are no limitations!

At Arboretum, we want every child and young person to feel that they belong. We want our school to be a place where everyone feels welcomed, safe, valued and able to take part. We recognise that children may experience different barriers to learning, attendance and participation, including children and young people with special educational needs and disabilities. We will work together to understand and remove or reduce these barriers.

Our approach is underpinned by Derby's Inclusion Charter and its ten principles: Belonging, Kindness, Child-centred, Collaboration, Culture, Curriculum, Teaching, Support, Environment and Policies. These help us to turn our commitment to inclusion into everyday relationships, provision and practice.

Our Inclusion Strategy reflects the seven principles of inclusion:

- ambitious leadership and governance that embeds inclusion
- evidence-based support prioritising early intervention
- high-quality adaptive teaching with curriculum designed for all learners
- enriching provision beyond the classroom that all children can access
- a safe and respectful culture fostering belonging, attendance, and participation in learning
- strong partnerships with families and wider services
- inclusive environments with continuous improvements to accessibility

20% of our pupils at Arboretum have SEND; 33 with EHCPs and a further 12 pending. We recognise that in every classroom we have children who present with a range of needs. Many of these children are having their needs successfully met within the classroom through effective teaching, but some are not making the progress we believe they could. We know that supporting pupils with additional needs is adversely affected by barriers such as limited access to specialist services and inadequate funding. By strengthening everyday teaching for pupils, we believe more of our pupils will be able to achieve and thrive at school.

Our strategy has been shaped by listening to our children and young people, families, staff and wider school community. We will continue to listen and work together as we deliver and review our strategy.

Our whole school inclusion priorities

- Develop staff pedagogy to improve inclusive teaching and narrow learning gaps
- Strengthen inclusive practice to improve outcomes of children with SEND; by embedding the graduated response and responding to any emerging or changing needs in a timely manner.

Our objectives reflect the needs of all children and young people, whilst recognising that some may experiences greater barriers to inclusion. This includes ensuring that pupils with SEND and those who are vulnerable, have their needs identified and met, can access an ambitious curriculum and wider opportunities and are fully included in school life.

We will regularly review our progress, using evidence and the voices of children and families to understand what is making a difference and what needs to happen next. We will share this with Governors/ Trustees.

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 complexity of need has resulted in staff requiring further training in how to support SEND children in a bespoke way. Equipping teachers to meet pupils' needs early can reduce the risk of needs escalating.
2	Our children enter school with low starting points in terms of their communication and language. Speech and language plays a key role in other aspects of learning and social and emotional interaction. Challenges in this area can also influence difficulties in reading or with mental health.
3	Our pupils struggle to understand and manage their emotions. This adversely affects their ability to build relationships and navigate social situations. These components set the foundations for learning. Ineffective management may result in a child not reaching their potential now and in future adult life. Teaching children to regulate, manage emotions, thoughts and behaviours alongside equipping staff to understand the social and emotional demands of their classroom are key to whole school improvement.
4	Executive functioning develops in early childhood and continues into adulthood. Development of these skills is shaped by the guidance and support we receive. Executive functioning is developed through modelling, practice and feedback. It can also be influenced by the environment. Through continued development of a consistent whole school approach to teaching and learning we are able to support learners to secure strong foundations.

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.

Description of activity *(noting evidence and barrier numbers addressed)*	**Barrier**	**Activity type**	**Total budgeted cost**
Mable Therapy – to provide bespoke Speech and Language therapy to those pupils identified as having complex and significant need. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2	Targeted	£3685 – half of the annual cost shared with PP strategy.
Talk Boost - nursery https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-talk-boost-2023-trial https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-talk-boost-second-trial NELI – reception https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-neli	2	Targeted	Intervention TA x 4 days a week £15,795
Communication friendly support for pupils ie: WIDGIT, Adaptive technology https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	2,3	Targeted	£310
Whole school staff CPD to strengthen knowledge, understanding and skills thus improving the quality of everyday teaching https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,4	Universal	NEN x 3 sessions x 25 staff at £20 = £1500 Polyvagal x 2 sessions = £1000 Additional x 6 sessions £3000 (contingency)
Early years SENCO qualification and designated time to attend courses	1,2,3,4	Targeted	£1638 for 6 days cover

https://educationendowmentfoundation.org.uk/early-years			
Regulation resources https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies https://educationendowmentfoundation.org.uk/news/updated-eef-guide-to-metacognition-and-self-regulation	3, 4	Targeted	£5000 approx
		TOTAL	£31,928

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
Develop speech and language provision in the school through daily intervention	School to have a clear understanding of the speech and language needs of all pupils on entry to Reception. Early intervention ensures targeted programme of support for all learners.
Develop our offer of specialist speech and language therapy to pupils ensuring they receive this in a timely manner	Reduction of waiting times for wave 3 SLCN support and intervention. 24 pupils to receive 1:1 speech and language therapy from a trained professional. Impact to be evident from assessment.
Ensure early identification of SEND, providing timely support and referral to support services and professionals	Specialised training and support for Early Years staff and pupils. Referrals in a timely way to ensure that all pupils receive early identification and support.
Help pupils plan, monitor and evaluate their learning.	Whole school teaching and learning model provides routine and support to all pupils ensuring individuals can achieve.
Develop communication approaches in school to ensure that all children are able to take a full and active role in their education.	Arboretum is a communication friendly school. Every pupil has their voice heard.
Further develop staff knowledge on inclusion, pedagogy and how to support individual pupils	Bespoke provision is available for pupils ensuring that all have their needs met, enabling them to achieve, belong and thrive.

Review of the previous academic year

- N/A as first year of strategy