

Inclusion Strategy

Inclusion Strategy – Leeds and Broomfield COE 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	2026-27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mrs F Steer Mrs E Woods

Statement of intent

At Leeds & Broomfield we build **strong foundations for all**; to learn, **flourish** and fill their hearts with **God's love**. **Everyone is important, valued** and needed to make L&B grow. We give a quality all round **nurturing education** which **develops the whole child**; **If the rain came we would not fall**.

"As many hands build a house, so many hearts make a school."

(Matthew Ch 7 24-27)

Respect Resilience Empathy Curiosity Honesty

Nurture - 'It is about learning - breaking down barriers'.

Seven Principles of Inclusion

1. Leadership and Governance
2. Early classification and interventions
3. High quality teaching
4. Ambitious tailored enrichment
5. Culture, ethos and belonging
6. Partnerships
7. Environment and Accessibility

These are referenced in the statement below using the numbers in brackets.

At Aspire Federation, our ultimate objective is for every child to feel safe, valued, included and able to succeed. At Leeds and Broomfield our Christian vision which influences our school emphasises how 'everyone is important and valued'. We believe that inclusion is not an additional layer of provision, but the foundation of excellent education, (**strong foundations for all**). We are committed to ensuring that all pupils, including those with SEND, disadvantaged pupils, children known to social care, and those facing any barrier to learning, can access a broad, ambitious and well-sequenced curriculum, (**nurturing education**) thrive in school life and achieve their full potential (**flourish**)(1). Our inclusion strategy is built around early identification, responsive support and high expectations (2). We use regular discussions about pupils, robust assessment information, and close collaboration between staff, leaders, families and outside agencies to identify needs quickly and accurately(3). Once needs are identified, we put the right support in place - whether that is high-quality adaptive teaching, targeted intervention, small-group support(2), specialist provision, or personalised planning(2,6,7). We continually review provision so that support remains purposeful, proportionate and effective (1).

Our approach reflects the 7 principles of inclusion by ensuring that:

- every child belongs and is fully valued as part of the school community
- barriers to learning are identified and reduced as early as possible
- reasonable adjustments are made so pupils can access learning and school life successfully
- high expectations are maintained for all pupils, regardless of starting points or need
- pupil voice is listened to and used to shape provision
- families are respected as partners in identifying needs and planning support
- staff work together to provide consistent, well-informed support across the school

We know that children make the best progress when school and home work closely together (6). We therefore place great importance on working with families and the wider school community ([God's love](#)). We communicate openly with parents and carers, involve them in discussions about their child's needs, and share strategies that can be used both in school and at home (5). We also work in partnership with specialist services, local schools and external agencies to strengthen our practice and make sure pupils receive the right support at the right time (6). Our vision is for every pupil to leave the Aspire Federation with the confidence, knowledge and independence to move successfully to the next stage of education and life ([develop the whole child](#)). Inclusion at the Aspire Federation means every child is known, supported and challenged to succeed.

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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Attendance - SEND 88% PP 83% (September 26 data) (SIP target 3)
2	EAL - 16/79 20% (continuing to grow year on year.) (SIP target 2)
3.	Growing proportion of SEN pupils within cohorts Yr1 4/10 Y2 0 Y3 4/14 Y4 3/14 Y5 2/15 Y6 2/9 (5 EHCP with complex needs) (needs changing with INYA) (SIP target 1)

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	Intended outcomes
Implement CPD on adaptive teaching so that staff can better meet the needs of pupils with SEND and other barriers to learning. Use of foundational skills twice a day.	Universal	£500	Staff apply adaptive strategies consistently, helping more pupils access learning successfully and reducing barriers within lessons. Foundational
Implement Drawing Club across EY/year 1 - to encourage foundations in writing and oracy	Universal and targeted	£300	Pupils engage in high quality text with a structured process for oracy and writing - including sentence structure and punctuation and aspects of SPAG.
Provide staff with additional training in dealing with a wide range of SEND needs , including trauma training for all staff.	Universal	£250	Staff confidence increases and support is more consistent across classes and key stages.
Use twilights for whole-school SEND training and utilise the STLS training offer.	Universal	No extra cost / £200 small amount for some training courses	Staff develop a secure understanding of the graduated approach and how to implement it in practice.

Description of activity	Activity type	Total budgeted cost	Intended outcomes
1:1 phonics tutoring	Targeted	£1200 - use of additional staff hours to offer 1:1 support	Training is completed through the English hub and funded. Pupils who receive the 1:1 tutoring make accelerated progress in phonics to close the gap.
EAL pre teaching groups	Targeted	£1500 school Communities additional funding	Oracy group to develop the key vocabulary prior to whole class teaching. Pupils can then access the whole class learning.
Parent Workshops on maths / English skills	Universal	£250	Parents of all year groups have a clear understanding of how to support their child at home at their right stage.
Nurture support - lunchtime and 1:1 sessions	Targeted	£1500	Specific grounding lessons / regulation 1:1 sessions to support pupils in accessing learning and have good well being and mental health. Friendship support at lunch time to support building and sustaining relationships.
Improve attendance support through weekly check-ins for persistently absent pupils, parent-facing attendance drop-ins, and clearer communication about attendance expectations and support.	Targeted	£300	Attendance for vulnerable pupils improves and families are better supported to attend regularly.

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
Staff have a secure understanding of SEND, inclusion and the graduated approach.	Staff confidence improves in feedback and audit responses. Whole-school practice is more consistent.
Pupils with SEND are identified early and supported effectively through a graduated response.	Provision plans, case studies and interventions are used consistently and reviewed regularly.
Pupils with additional needs make better progress in learning and well-being.	Data, book looks, pupil progress meetings and intervention reviews show improved outcomes., phonics 1:1 tutoring, BOXALL
Attendance of pupils with SEND and other vulnerable groups improves.	Attendance rises over the year and persistent absence reduces, particularly for pupils at risk of EBSA.
EAL pupils make better progress.	Pupils attend the pre teaching vocabulary session to enable them to access the whole class teaching.
Pupils and families feel heard and supported.	Pupil voice, parent voice and attendance at meetings and workshops show stronger partnership working and greater confidence in school support.

Review of the previous academic year

As this strategy covers the 2026-2027 academic year, the first full review will be completed in July 2027. In preparing for this year's strategy, the school has identified several areas for development from the School Improvement Plan which directly inform our inclusion priorities:

- strengthening staff understanding of the graduated approach (1)
- improving consistency of SEND support across classes and year groups (3, 7)
- developing staff confidence through whole-school and targeted training (1)
- improving the use of SEND case studies and sharing pupil targets (2, 3)
- using interventions more flexibly throughout the day (2)

- improving attendance, particularly for pupils with SEND and those affected by EBSA (5)

- ensuring pupils' well-being and engagement are tracked more effectively

The most recent available school information shows that attendance for pupils with SEND is below that of similar schools, and a small number of pupils are experiencing EBSA and severe absence. These trends have informed the strategy's focus on early support, close family communication, attendance intervention and a stronger pastoral offer (5,6)

Further information (optional)

Our inclusion strategy is aligned with the School Improvement Plan and will be reviewed alongside it throughout the year. We will evaluate impact using:

- attendance data
- behaviour records
- pupil voice
- parent feedback
- staff feedback
- pupil progress meetings
- book looks
- intervention tracking
- review of SEND case studies and provision plans
- Boxall profile

We will continue to use a graduated approach so that support is responsive, proportionate and based on need. Inclusion remains central to our ambition for every child at Aspire