



## Inclusion Strategy – Heptonstall J and I 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                              | September 2026  |
| Date on which it will be reviewed                              | September 2027  |
| Statement authorised by                                        | Shameem Hussain |

### Statement of intent

At Heptonstall, we believe that every child matters. Our ethos is a simple one: **'Building for the Future.'** We have high expectations for all our pupils and believe that every child can achieve and thrive within our inclusive school community. We are committed to ensuring that every child feels safe, valued, respected and included, with the support and opportunities they need to develop their strengths and achieve their potential.

At the heart of our approach is a strong partnership with parents, carers, professionals and the wider community. We recognise and celebrate the individuality, strengths, experiences and needs that each child brings to our school. Through positive relationships, mutual respect and a shared commitment to each child's success, we work together to raise aspirations and ensure that all children are able to participate fully in school life.

Our strategy has been developed around the Department for Education's seven principles of inclusion. These principles are reflected in our daily practice through a culture of high expectations for every child, strong partnerships with families, inclusive teaching, effective use of resources, collaboration with external agencies, evidence informed decision making and continual evaluation of the impact of our provision. We recognise that inclusion is an ongoing process of reflection and improvement, and we are committed to continually strengthening our practice.

We provide a broad, balanced and ambitious curriculum that inspires a love of learning and supports pupils' academic, social and personal development. We enrich

the curriculum through a wide range of high-quality learning experiences, activities and opportunities, enabling children to discover their interests, develop their confidence and strengths, and create memorable experiences that help to prepare them for the future.

Through high-quality teaching, adaptive practice, early identification and appropriate support, we respond effectively to individual needs while maintaining high expectations for all. We work proactively with children, families and relevant professionals to identify and remove barriers that may prevent pupils from accessing the curriculum, participating fully in school life, developing positive relationships or achieving positive outcomes.

Our commitment is to ensure that every pupil is recognised as an individual, supported to overcome barriers and empowered to make progress, develop their strengths and achieve their potential. Through an inclusive culture, strong relationships and a shared belief in what every child can achieve, we strive to ensure that all pupils are able to **build for the future**.

### ***The 7 principles of inclusion are addressed throughout our strategy:***

**1. Ambitious leadership and governance that embeds inclusion** – Senior leaders and governors ensure that inclusion remains central to our school improvement priorities and is embedded within strategic decision-making. Through regular monitoring and evaluation, including book scrutiny, lesson visits and observations, analysis of attainment, progress, attendance and behaviour data, and feedback from pupils, parents, staff and other stakeholders, we evaluate the impact of our inclusive practice. This ongoing cycle of review enables leaders to identify strengths, address emerging barriers and ensure that provision continues to respond effectively to the needs of our pupils. Evidence from our monitoring demonstrates a sustained and positive improvement in the consistency, quality and impact of inclusive practice across the school.

**2. Early intervention and evidence-based support** – In our Early Years environment, staff implement evidence-informed approaches to ensure that children who may require additional support are identified at the earliest opportunity. Regular observation, assessment and monitoring enable staff to recognise emerging needs and initiate appropriate support promptly. This approach is embedded across the school through a consistent graduated response. We use the Assess, Plan, Do, Review cycle to identify needs, implement appropriate provision and evaluate its impact. Our practice is informed by evidence-based approaches, including strategies endorsed by the Education Endowment Foundation (EEF), enabling us to respond early and effectively to barriers to learning and participation and ensure that children receive the right support at the right time.

**3. High-quality adaptive teaching and curriculum** – Alongside research backed published programmes such as ELS, Write Rose Maths and NCETM Mastering number, we have developed our own Trust curriculum, written by subject specialists, which is carefully sequenced and progressive. This ensures that knowledge and skills are built systematically over time, with regular opportunities for pupils to revisit and consolidate prior learning so that they remember more and know more.

Through high-quality lesson preparation and planning, teachers are able to use adaptive teaching strategies to ensure that all pupils can access and engage with the ambitious curriculum. Teachers use a range of approaches, including scaffolding, explicit instruction and flexible grouping, to respond to individual needs, remove barriers to learning and ensure that every pupil is supported to make progress and achieve well.

**4. Enriching provision beyond the classroom** – Trips, clubs and enrichment activities are planned with accessibility at the forefront, reflecting our commitment for enrichment to develop pupils' independence, confidence and resilience as they move through the school.

**5. Culture, belonging and attendance** – Our strong culture of inclusion promotes respect, belonging and high expectations for every child. We develop pupils' spiritual, moral, social and cultural understanding through meaningful opportunities to engage with the wider community our Trust schools (serving diverse communities across Calderdale and Bradford). These experiences foster empathy, compassion, responsibility and a strong sense of belonging. Senior Leaders and the office Manager proactively identify barriers to attendance and respond early through positive relationships, effective communication with families and targeted support where required.

**6. Strong partnerships with families and wider services** – We believe that our inclusive approach relies on the relationships we build with our families and wider agencies. We ensure that by working with external agencies, we have expert, evidence-informed support and strategies from professionals. We work closely with our families so that their voices are heard to coproduce support plans and share information.

**7. Inclusive environments with continuous improvements to accessibility** – At Heptonstall, we are committed to creating inclusive and accessible environments where every child can participate, learn and thrive. We continually review and improve our physical environment, curriculum, resources and communication to identify and remove barriers to participation and learning. We listen to pupils and families, draw on staff expertise and work with specialist professionals to ensure that accessibility remains responsive to the changing needs of our children. Through ongoing evaluation and improvement, we strive to ensure that all pupils can access school life, feel a sense of belonging and achieve their potential.

## Barriers to learning and participation

*At Heptonstall, we recognise that barriers to learning and participation are diverse and individual. They may relate to a pupil's additional needs, their experiences, circumstances or characteristics, but may also arise from the way in which our curriculum, teaching, environment or wider school systems are organised. We are committed to identifying and removing barriers wherever possible.*

*Our understanding of the barriers experienced by our pupils informs our approach to inclusive universal provision, reasonable adjustments and targeted support. We use assessment information, attendance and behaviour data, pupil and parent voice, staff knowledge and partnership with external professionals to identify emerging barriers and ensure that support is timely, proportionate and responsive to individual need.*

|   | <b>Detail of barrier to learning</b> (including notable trends or themes over time, such as a growing prevalence or increasing complexity)                                                                                                                                                                                                                                                                                                                                                    |
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| 1 | An increasing number of children are experiencing difficulties regulating their emotions due to a range of factors, including social, environmental and developmental influences.                                                                                                                                                                                                                                                                                                             |
| 2 | Neurodiversity, including autism and ADHD                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 3 | Children entering Reception with previously unidentified needs - as all Reception pupils transition from external nurseries or pre-school settings this can mean that additional needs, developmental gaps or barriers to learning are not always identified before pupils join the school.                                                                                                                                                                                                   |
| 4 | An increasing number of pupils present with complex SEND and significant needs that cannot be fully met within the mainstream classroom without enhanced adaptive teaching and carefully structured support.. The complexity of individual profiles has also intensified, with more pupils presenting with co-occurring needs that require coordinated, multi- agency approaches and highly skilled classroom practice to ensure meaningful participation and progress alongside their peers. |
| 5 | Limited staffing capacity within a small village school, making it challenging to provide sustained 1:1 or highly individualised support while maintaining effective provision for all pupils.                                                                                                                                                                                                                                                                                                |

### 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 <i>(noting evidence and barrier numbers addressed)</i>                                                                                                                                                                                                                                                                                                                                                                                                                     | Activity type<br><i>(whether it is universal or targeted)</i> | Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i> |
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| High adult: pupil staffing model – We maintain staffing levels significantly above national averages (approximately 1:7 in EYFS and 1:13 across the school) to enable adaptive teaching, immediate intervention, precision support and relational practice.                                                                                                                                                                                                                                        | Universal                                                     | £119,700                                                                                        |
| <p><b>SUPPORTING EVIDENCE:</b></p> <p>EEF – <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>Barriers: 1,2 4 and 5.</p> |                                                               |                                                                                                 |
| <p>Funding has been allocated so that we can use WellComm Screening for all children in our nursery and reception units.</p> <p>WellComm supports our staff to identify speech, language and communication difficulties at an early stage, before these difficulties have a greater impact on learning and development.</p> <p>Once a child's needs have been identified, our teachers use the WellComm toolkit to choose</p>                                                                      | Universal and Targeted                                        | £0                                                                                              |

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| <p>appropriate activities and strategies to support their communication skills.</p> <p>The results help our teachers to decide what support a child may need, such as targeted small-group activities, individual support or referral to a speech and language therapist.</p>                                                                                                                                                                                                                                                                                                                                                                                                  |                        |      |
| <p><b>SUPPORTING EVIDENCE:</b></p> <p><a href="https://educationendowmentfoundation.org.uk/measures-database/wellcomm-the-complete-speech-language-tool-kit">https://educationendowmentfoundation.org.uk/measures-database/wellcomm-the-complete-speech-language-tool-kit</a></p> <p><a href="https://assets.publishing.service.gov.uk/media/68da49b249e17d00a56ffb34/Supporting_stammering_speech_and_language_needs_in_the_early_years_a_rapid_evidence_review.pdf">https://assets.publishing.service.gov.uk/media/68da49b249e17d00a56ffb34/Supporting_stammering_speech_and_language_needs_in_the_early_years_a_rapid_evidence_review.pdf</a></p> <p>Barriers 1,4 and 5</p> |                        |      |
| <p>Whole-school systematic synthetic phonics programme with daily teaching, rapid keep-up sessions and reading practice to ensure early literacy barriers are addressed.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p>                                                                                                                                                                                                                                                                                                                                    | Universal and Targeted | £780 |
| <p><b>SUPPORTING EVIDENCE:</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Barriers: 1,2,4 and 5</p>                                                                                                                                                                                                                                                                                                                                                                                         |                        |      |
| <p><b>Reading Fluency Programme</b> – Daily KS1 and 2 Reading Fluency programme to improve reading accuracy, fluency and comprehension for pupils requiring additional support</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Targeted               | £670 |
| <p><b>SUPPORTING EVIDENCE:</b></p> <p><a href="https://educationendowmentfoundation.org.uk/news/fluency-a-bridge-to-reading-success">https://educationendowmentfoundation.org.uk/news/fluency-a-bridge-to-reading-success</a></p> <p>Barriers: 1,2,4 and 5</p>                                                                                                                                                                                                                                                                                                                                                                                                                 |                        |      |
| <p><b>Mastering Number</b> – Daily NCETM Mastering Number sessions in EYFS and Key Stage 1 strengthen early mathematical understanding, number sense and fluency, helping pupils develop secure mathematical foundations.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Universal And Targeted | £0   |

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| <b>Evidence:</b> NCETM Mastering Number<br>Barriers: 1,2,4 and 5                                                                                                                                                                                                                                                                                                                        |           |        |
| Adaptation of Learning Environments to Support Sensory Regulation – Indoor learning environments will be adapted to provide planned sensory input throughout the school day. This includes the development of calm spaces, sensory stations, movement opportunities and access to specialist equipment, enabling pupils to regulate their sensory needs and remain engaged in learning. | Targeted  | £2,000 |
| Occupational Therapy best practice; Sensory Integration-informed practice; SEND Code of Practice.<br><br>Barriers: 1,2,3,4 and 5                                                                                                                                                                                                                                                        |           |        |
| Adaptive Teaching and Inclusive Classroom Practice – Continuous professional development ensures all staff adapt teaching through scaffolding, explicit instruction, retrieval practice, visual supports and flexible approaches, enabling pupils to access an ambitious curriculum without lowering expectations                                                                       | Universal | £1,000 |
| Supporting evidence:<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a><br>Barriers: 1,2,3,4 and 5                                                                                                                                              |           |        |
| Assessment that Identifies Barriers – Daily formative assessment, retrieval practice, mini whiteboards and responsive teaching enable staff to identify misconceptions and barriers early, adapting teaching immediately to maximise progress.                                                                                                                                          | Universal | £0     |
| Supporting evidence: <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/embedding-formative-assessment">https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/embedding-formative-assessment</a><br><br>Barriers: 1,2,3,4 and 5                                                                       |           |        |
| SEND Identification and Graduated Response Termly pupil progress meetings, provision mapping, Individual Behaviour Plans (IBPs), risk assessments where appropriate and a graduated response ensure needs are identified early and provision is regularly reviewed and adapted.                                                                                                         | Universal | £350   |

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| Supporting Evidence: SEND Code of Practice                                                                                                                                                                                                                                                                                  |          |    |
| Barriers: 1,2,3,4 and 5                                                                                                                                                                                                                                                                                                     |          |    |
| <b>Colourful Semantics</b> – Structured language intervention used to develop sentence construction, vocabulary, oral language and writing for pupils experiencing communication and literacy barriers.                                                                                                                     |          |    |
| Barriers: 1,2,3,4 and 5                                                                                                                                                                                                                                                                                                     |          |    |
| <b>Family Support and Multi-Agency Working</b> – Close partnership with families alongside coordinated work with Educational Psychology, Speech and Language Therapy, Occupational Therapy, School Nursing, Harbour, Barnardo's, Alliance and Children's Services to provide joined-up support around the child and family. | Targeted | £0 |
| Supporting evidence: SEND Code of Practice.<br>Barriers: 1-5                                                                                                                                                                                                                                                                |          |    |
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### 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                                                                                                                                                                                                                                                                            |
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| <ul style="list-style-type: none"> <li><b>Pupils with additional needs and SEND successfully access an ambitious curriculum alongside their peers.</b></li> </ul> | <ul style="list-style-type: none"> <li>Lesson visits, pupil voice and work scrutiny demonstrate adaptive teaching is consistently embedded. Pupils with additional needs participate fully in classroom learning and make strong progress from their individual starting points.</li> </ul> |
| <ul style="list-style-type: none"> <li><b>Early identification ensures barriers to learning are recognised and addressed promptly.</b></li> </ul>                 | <ul style="list-style-type: none"> <li>Pupils are identified at the earliest opportunity through robust assessment, staff referrals and graduated response processes.</li> </ul>                                                                                                            |

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|                                                                                                                                                                                                                                                                                                                                                                  | Support is implemented quickly and reviewed regularly, with evidence of positive impact.                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Pupils with speech, language and communication needs are:</b></p> <ul style="list-style-type: none"> <li>• identified early,</li> <li>• develop their ability to communicate their needs, ideas and feelings.</li> <li>• are able to access learning more successfully, supported by strategies that become part of everyday classroom practice</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils with identified or emerging speech, language and communication needs are identified and referred appropriately.</li> <li>• WellComm screening and assessments show pupils are making progress from their baseline assessments and against their own individual communication targets.</li> <li>• Increase in and improved classroom participation from pupils, completion of tasks and reduced need for repeated instructions or adult prompting.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Attendance improves for pupils experiencing barriers to regular school attendance.</li> </ul>                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Persistent absence reduces and attendance for vulnerable groups improves. More pupils access learning consistently and families engage positively with attendance support.</li> </ul>                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• Staff consistently deliver high-quality inclusive practice</li> </ul>                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Monitoring demonstrates inclusive teaching is consistently embedded across the school. Staff demonstrate confidence in adaptive teaching, SEND strategies and relational practice through professional development and quality assurance.</li> </ul>                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• Pupils with additional needs achieve positive academic, personal and social outcomes.</li> </ul>                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• School assessment, behaviour, attendance and wellbeing information demonstrate that pupils make sustained progress towards their individual outcomes and participate fully in school life.</li> </ul>                                                                                                                                                                                                                                                               |

**Review of the previous academic year (n/a until 2027)**