Inclusion Strategy – Flanshaw JIN

Foreword

At Flanshaw JIN, we believe every child deserves the opportunity to thrive, regardless of their starting point. We recognise that every child brings unique strengths, experiences, interests and needs. Our role is to understand each child as an individual and provide the support and opportunities they need to reach their full potential.

Early identification is central to our approach. Through robust assessment, skilled observation and close partnership with families and professionals, we aim to identify emerging needs and provide timely, appropriate support. Our commitment to communication and language development, alongside strong pastoral support, reflects our understanding that children's communication, wellbeing and readiness to learn underpin successful inclusion.

We recognise that true inclusion is not about a one-size-fits-all approach, but about equity rather than equality. Our skilled staff adapt, scaffold and personalise learning, creating accessible environments and meaningful learning opportunities that reflect children's individual needs. For some pupils, this includes bespoke, sensory- and play-based curricula, alongside carefully planned support to help them participate in learning and wider school experiences with their peers.

Strong relationships are at the heart of our approach. By working in partnership with families, developing staff expertise and responding flexibly to children's needs, we aim to create an environment where every child feels safe, valued and understood. We are committed to removing barriers to learning, supporting emotional wellbeing and ensuring that children receive the right support at the right time.

While many children join us with significant developmental and learning needs, our focus remains on what they can achieve. Through high expectations, specialist knowledge and a nurturing approach, we celebrate progress in all its forms, supporting children to develop the knowledge, skills, confidence and independence they need for the next stage of their education.

At Flanshaw JIN, inclusion means ensuring every child has the opportunity to participate, achieve and belong, recognising that each child's pathway to success may look different.

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	October 2026 – July 2028
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Governing Body

Statement of intent:

At Flanshaw JIN, our ambition is to ensure that every child feels safe, valued and included, and has the opportunity to learn, develop and achieve, regardless of their individual needs or starting point. We are committed to removing barriers to learning and participation so that all children can make meaningful progress, develop independence and experience success.

Our inclusion strategy sets out how we will strengthen our whole-school approach to inclusion through high-quality teaching, early identification and evidence-informed support. We recognise that inclusion is not achieved through a one-size-fits-all approach. Instead, we aim to understand each child's needs and provide the right support at the right time, enabling them to participate fully in school life.

Our strategy is guided by the seven principles of inclusion: ambitious leadership and governance; evidence-based support and early intervention; high-quality adaptive teaching; enriching provision beyond the classroom; a safe and respectful culture that promotes belonging and attendance; strong partnerships with families and wider services; and accessible environments that continually improve to meet pupils' needs.

We will use our understanding of pupils' needs, assessment and progress information, attendance data, staff observations and feedback from families and professionals to identify barriers and prioritise actions that will have the greatest impact. Our focus includes developing

communication and language, strengthening staff confidence and expertise, improving access to learning and ensuring that children benefit from appropriate support and enriching experiences.

Families are valued as essential partners in their children's education. Through open communication and collaboration with parents, carers and relevant professionals, we aim to develop a shared understanding of each child and ensure that our provision reflects their needs and aspirations. We will continue to listen to the views of our school community and use these to inform and improve our approach.

The Inclusive Mainstream Fund (IMF), alongside our existing school resources, will support the development of sustainable, inclusive practice. We will review the impact of our actions, evaluate progress towards our intended outcomes and adapt our approach where needed. Inclusion is everyone's responsibility, and through shared commitment, high expectations and continuous improvement, we aim to ensure that every child at Flanshaw JIN has the opportunity to belong, participate and thrive.

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	**Speech, Language and Communication Needs on Entry** A high prevalence of speech, language and communication needs among children entering Nursery and Reception can create barriers to early learning, social interaction and the development of communication skills
2	**Delays in Securing Appropriate Support and Funding** Some pupils start school without the required support, provision or funding in place to meet their identified needs, creating challenges in ensuring that appropriate provision is available from the outset.
3	**Increasing Complexity of SEND and Limitations in Physical Space** The increasing complexity and diversity of pupils' needs, alongside limitations in the school's physical environment, can create challenges in providing flexible, accessible and appropriately resourced learning spaces.
4	**Transition from EYFS to Key Stage 1** Some pupils leaving EYFS are not yet developmentally ready to access more formalised National Curriculum learning. Ensuring continuity of provision and an appropriate, individualised transition into Key Stage 1 is therefore essential.
5	**Attendance of Pupils with SEND** Attendance among pupils with SEND is below that of their non-SEND peers, reducing opportunities for consistent access to teaching, targeted interventions, therapeutic support and wider school experiences.

6	**Outcomes for Pupils Receiving SEN Support** Some pupils identified as receiving SEN Support do not make the progress or achieve the outcomes needed to close gaps with their peers, highlighting the need to continually evaluate the effectiveness of identification, provision and intervention.
7	**Staff Confidence and Expertise in Supporting Complex SEND** Some Early Career Teachers lack the confidence, experience or specialist knowledge needed to effectively support pupils with complex SEND, highlighting the importance of ongoing professional development, coaching and access to specialist advice.
8	**Barriers to Early Support for Families** Some families need additional guidance to understand their child's emerging needs and access support, while long waiting lists and limited availability of external agencies can delay early intervention.

Activity in this academic year

Barrier	Priority activities over the next 2 years
Speech, Language and Communication Needs on Entry A high prevalence of speech, language and communication needs among children entering Nursery and Reception can create barriers to early learning, social interaction and the development of communication skills	Introduce WellComm baseline assessments for all EYFS children; deliver a speech and language programme through a full-time specialist HLTA; establish two Communication Champions; complete referrals and EHCP review days with the SENCO; and implement an NHS SALT Service Level Agreement. Apply school-specific thresholds: 4–5 levels behind – NHS SALT referral; 2–3 levels behind – Wave 2 group support; 1 level behind – high-quality teaching and ShREC. Evidence: WellComm assessments and communication progress data
Delays in Securing Appropriate Support and Funding	Use a full-time, non-class-based SENCO to lead early identification, coordinate planning meetings, facilitate advisory teacher drop-ins and provide protected SEND planning time with Early Years staff three

Some pupils start school without the required support, provision or funding in place to meet their identified needs, creating challenges in ensuring that appropriate provision is available from the outset.	times per academic year. Evidence: Assessment records, planning meetings, referrals and funding applications.
Increasing Complexity of SEND and Limitations in Physical Space The increasing complexity and diversity of pupils' needs, alongside limitations in the school's physical environment, can create challenges in providing flexible, accessible and appropriately resourced learning spaces.	Develop and equip three specialist SEND learning spaces across KS1 and KS2 for pupils with complex needs, including those whose EHCPs specify a bespoke, sensory- and play-based curriculum. Evidence: EHCPs, pupil profiles, observations and environmental audits.
Transition from EYFS to Key Stage 1 Some pupils leaving EYFS are not yet developmentally ready to access more formalised National Curriculum learning. Ensuring continuity of provision and an appropriate, individualised transition into Key Stage 1 is therefore essential.	Strengthen continuity from EYFS into KS1 through additional places for pupils requiring a bespoke curriculum, continuous provision throughout Year 1, an outdoor continuous provision area, 1:1 phonics where appropriate, continued use of ShREC and support from a full-time specialist SALT HLTA. Evidence: Transition records, baseline assessments, pupil observations and progress data
Attendance of Pupils with SEND Attendance among pupils with SEND is below that of their non-SEND peers, reducing opportunities for consistent access to teaching, targeted interventions, therapeutic support and wider school experiences.	Hold regular meetings between the full-time, non-class-based SENCO, part-time Attendance Officer and full-time Pastoral Lead to identify barriers and agree support. Include Emotionally Based School Avoidance (EBSA) training within the staff training agenda. Evidence: Attendance data, meeting records, pupil and family feedback.
Outcomes for Pupils Receiving SEN Support Some pupils identified as receiving SEN Support do not make the progress or achieve the outcomes needed to close gaps with their	Increase ELSA provision; deploy a full-time, non-class-based Pastoral Lead to support readiness to learn, transitions and emotional wellbeing; provide reactive, same-day reading, writing and handwriting interventions through a specialist HLTA for Years 2–6; maintain small class sizes of 25; and embed ShREC and Communication Champions

peers, highlighting the need to continually evaluate the effectiveness of identification, provision and intervention.	across the school. Evidence: Assessment data, intervention records, pastoral records and pupil progress reviews.
Staff Confidence and Expertise in Supporting Complex SEND Some Early Career Teachers lack the confidence, experience or specialist knowledge needed to effectively support pupils with complex SEND, highlighting the importance of ongoing professional development, coaching and access to specialist advice.	Provide a full-time, non-class-based SENCO to deliver bespoke teacher training on identifying barriers to learning and adapting teaching. Establish protected SEND planning time with teachers three times per academic year to review progress and support the APDR cycle. Evidence: Staff feedback, observations, training records and APDR reviews.
Barriers to Early Support for Families Some families need additional guidance to understand their child's emerging needs and access support, while long waiting lists and limited availability of external agencies can delay early intervention.	Provide a full-time, non-class-based Pastoral Lead to build relationships with families before children start school, including pre-Nursery Stay and Play sessions, early support, signposting and help to access services. Increase Designated Safeguarding Lead (DSL) capacity to identify emerging concerns, coordinate early help and work collaboratively with families and external agencies. Evidence: Family engagement records, Stay and Play attendance, parent feedback and early help records.

Flanshaw JIN – SEND Inclusion Strategy Action Plan

Barriers addressed	Description of activity (including evidence and barrier numbers)	Activity type	Intended outcomes	Success criteria	Total budgeted cost
Barrier 3: Increasing complexity of SEND and limitations in physical space	<u>Activity 1</u> Develop and equip a new specialist SEND provision space for KS2 pupils with complex needs, including those whose EHCPs specify a bespoke, sensory- and play-based curriculum. Evidence: EHCPs, pupil profiles, observations and environmental audits.	Targeted	Pupils access safe, appropriate learning environments that remove barriers, support individual needs and enable meaningful learning alongside their peers.	Three spaces are developed and appropriately resourced to increase capacity. Staff observations show improved engagement and participation. Provision is reviewed and adapted to meet pupils' changing needs.	£3,000 Meadow transformation into a SEND provision room
Barrier 1: Speech, language and communication needs on entry	<u>Activity 2</u> Introduce WellComm baseline assessments for all EYFS children; deliver a speech and language programme through a full-time specialist HLTA; establish two Communication Champions; complete referrals and EHCP review days with the SENCO; and implement an NHS SALT Service Level Agreement. Apply school-specific thresholds: 4–5 levels behind – NHS SALT referral; 2–3 levels behind – Wave 2 group support; 1 level behind – high-quality teaching and ShREC. Evidence: WellComm assessments and communication progress data.	Universal and targeted	Communication needs are identified early and children receive appropriate support at the right level, improving communication, social interaction and access to learning.	All EYFS children receive a baseline assessment within an agreed timeframe Support follows the agreed thresholds. Two Communication Champions are in place. Referrals and reviews inform the APDR cycle. Progress data shows developing communication skills.	Staffing to undertake WellComm assessment and lead interventions: £10,500

Barrier 2: Delays in securing appropriate support and funding	<u>Activity 3</u> Use a full-time, non-class-based SENCO to lead early identification, coordinate planning meetings, facilitate advisory teacher drop-ins and provide protected SEND planning time with Early Years staff three times per academic year. Evidence: Assessment records, planning meetings, referrals and funding applications.	Universal and targeted	Emerging needs are identified promptly, and appropriate provision, referrals and funding applications are initiated as early as possible. Staff feel supported to identify concerns and respond effectively.	Protected SEND planning takes place three times per year. Planning meetings and advisory teacher drop-ins inform next steps. Pupils have clear support plans where needed. Referrals and funding applications are initiated promptly.	£0 Hours altered
Barrier 7: Staff confidence and expertise in supporting complex SEND	<u>Activity 4</u> Provide a full-time, non-class-based SENCO to deliver bespoke teacher training on identifying barriers to learning and adapting teaching. Establish protected SEND planning time with teachers three times per academic year to review progress and support the APDR cycle. Evidence: Staff feedback, observations, training records and APDR reviews.	Universal and targeted	Staff develop the knowledge and confidence to teach pupils with complex SEND. Learning is appropriately adapted, and provision responds to pupils' individual needs and progress.	Bespoke training is delivered in response to identified needs. Protected SEND planning takes place three times per year. APDR cycles are reviewed and actions implemented. Staff feedback shows increased confidence, supported by improved pupil engagement and progress towards individual outcomes.	Cover for teachers to complete SEND planning time:£2,500

Barrier 6: Outcomes for pupils receiving SEN Support	Activity 5 Increase ELSA provision; deploy a full-time, non-class-based Pastoral Lead to support readiness to learn, transitions and emotional wellbeing; provide reactive, same-day reading, writing and handwriting interventions through a specialist HLTA for Years 2–6; maintain small class sizes of 25; and embed ShREC and Communication Champions across the school. Evidence: Assessment data, intervention records, pastoral records and pupil progress reviews.	Universal and targeted	Pupils receive timely support that addresses barriers relating to communication, wellbeing and literacy, helping them remain engaged and keep up with learning rather than relying on delayed catch-up.	ELSA and pastoral support are monitored. Pupils access appropriate literacy interventions and progress is reviewed. ShREC and communication strategies are embedded. Assessment and observation show improved engagement, wellbeing and progress towards individual targets.	Specialist ESA to drive attainment of SEND: £4,400 (% of salary using IMF)
Barrier 5: Attendance of pupils with SEND	Activity 6 Hold regular meetings between the full-time, non-class-based SENCO, part-time Attendance Officer and full-time Pastoral Lead to identify barriers and agree support. Include Emotionally Based School Avoidance (EBSA) training within the staff training agenda. Evidence: Attendance data, meeting records, pupil and family feedback.	Universal and targeted	Barriers to attendance are identified early and addressed through coordinated, individualised support. Staff develop a stronger understanding of EBSA, helping pupils feel safe and supported to attend school.	Regular meetings take place and actions are reviewed. Targeted pupils have appropriate support plans. EBSA training is delivered Attendance data shows progress against individual targets and, where achievable, a narrowing of the SEND attendance gap.	Release time for SENCO to attend EBSA training/release time for EBSA practitioners: £1000
Barrier 4: Transition from EYFS to Key Stage 1	Activity 7 Strengthen continuity from EYFS into KS1 through additional places for pupils requiring a bespoke curriculum,	Universal and targeted	Pupils experience a supportive transition into KS1, with continuity of communication	Additional provision places are available.	No cost

	continuous provision throughout Year 1, an outdoor continuous provision area, 1:1 phonics where appropriate, continued use of ShREC and support from a full-time specialist SALT HLTA. Evidence: Transition records, baseline assessments, pupil observations and progress data.		strategies and developmentally appropriate learning. Pupils not ready for formalised learning continue to access meaningful, personalised and play-based experiences.	Continuous provision and the outdoor area are developed. Pupils receive appropriate phonics and communication support. Staff share information before transition, and observations show improved engagement and progress towards individual outcomes.	
<u>Barrier 8: Barriers to early support for families</u>	<u>Activity 8</u> Provide a full-time, non-class-based Pastoral Lead to build relationships with families before children start school, including pre-Nursery Stay and Play sessions, early support, signposting and help to access services. Increase Designated Safeguarding Lead (DSL) capacity to identify emerging concerns, coordinate early help and work collaboratively with families and external agencies. Evidence: Family engagement records, Stay and Play attendance, parent feedback and early help records.	Universal and targeted – universal opportunities for early family engagement, alongside targeted support for families who need additional guidance or help accessing services.	Families feel welcomed, informed and supported to understand their children's emerging needs and access appropriate help. Concerns are identified earlier, relationships between home and school are strengthened, and barriers to children's development, wellbeing and readiness for school are addressed promptly.	Pre-Nursery Stay and Play sessions are offered to support early engagement. Families are supported to access relevant advice, services and referrals where needed. Pastoral and DSL capacity enables earlier identification of concerns and coordinated support. Parent feedback indicates increased confidence in engaging with school and accessing support. Family engagement and early help records demonstrate timely action and follow-up	Increased staffing in nursery to facilitate the stay and play within legal ratios:Funding accounted for in activity 2

				where concerns are identified.	

Total funding: £21,365

Measuring Our Impact

We will evaluate the impact of our strategy by comparing baseline information with progress and outcomes at the end of the strategy. This will include:

- **Pupil progress and engagement:** assessment data, individual targets, observations of engagement and participation, and progress in communication, literacy and independence.
- **Early identification and provision:** WellComm assessments, referral records, provision reviews and evidence of effective APDR cycles.
- **Staff development:** staff feedback, training records, classroom observations and evidence of adaptive teaching.
- **Attendance and wellbeing:** attendance data, individual attendance plans, pastoral records and pupil feedback where appropriate.
- **Family engagement:** attendance at early engagement sessions, parent feedback and evidence that families have been supported to access advice and services.
- **Learning environments and transitions:** reviews of SEND learning spaces, transition plans and evidence that pupils can access appropriate learning opportunities.

The strategy will be reviewed regularly so that we can identify what is working well, address areas for development and adapt provision where necessary. Our ultimate measure of success will be whether children feel safe, valued and included, and are making meaningful progress towards their individual potential.

Review of the previous academic year

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.*

Further information (optional)

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