Inclusion Strategy – Leeming RAF CP School

This Inclusion Strategy outlines how Leeming RAF Community Primary School promotes inclusion, removes barriers to learning and participation, and ensures that all pupils, including those with SEND and additional needs, can thrive. Currently, 26.1% of pupils are identified as having SEND, including 6.1% with an Education, Health and Care Plan (EHCP) and 20.0% receiving SEND Support. As a school serving a significant Service community, we recognise that some pupils may also experience barriers associated with mobility, transition and continuity of support. The predominant areas of need across the school include Social, Emotional and Mental Health (SEMH), Communication and Interaction, Cognition and Learning and Autism requiring a responsive and inclusive approach built upon early identification, adaptive teaching and strong partnerships with families and external agencies. Several children have needs spanning across multiple areas. Through the effective use of our core school budget, including the notional SEND budget and Element 2 funding, alongside the Inclusive Mainstream Fund (IMF), we invest in high-quality teaching, four class-based Teaching Assistants (£106,548), targeted interventions and specialist provision to meet the needs of our learners.

Our approach is informed by the SEND Code of Practice and evidence-informed practice, including the Education Endowment Foundation's guidance on high-quality teaching, effective deployment of teaching assistants, oral language development, social and emotional learning and targeted intervention. This investment enables the delivery of adaptive teaching, evidence-informed interventions and personalised support across all areas of need. We are committed to fostering a culture of belonging, delivering inclusive practice, identifying and responding to need early, and working in partnership with pupils, families and external agencies. As a school serving a significant Service community, we recognise the importance of providing continuity, promoting wellbeing and ensuring that every child feels welcomed, valued and connected throughout their educational journey.

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-2027
Date this statement was published	Autumn 2026
Date on which it will be reviewed	Autumn 2027
Statement authorised by	Natalie Wiltshire (Headteacher)

Statement of intent

At Leeming RAF Community Primary School, belonging is at the heart of our inclusive culture. We believe that children learn, participate and thrive when they feel welcomed, valued, understood

and connected to their school community. Through strong relationships, meaningful partnerships and effective support, we seek to ensure that every child experiences a genuine sense of belonging and has the opportunity to achieve their full potential.

Our ultimate objective is to ensure that all pupils, including those with SEND and additional needs, achieve well academically, attend regularly, participate fully in school life and develop the confidence, independence and skills needed for future success. We are committed to identifying and removing barriers to learning and participation through early intervention, high-quality adaptive teaching and evidence-informed practice.

As a school serving a significant Service community, we recognise that many pupils experience periods of transition, mobility and parental deployment throughout their primary education. For some children, this can mean repeatedly establishing and re-establishing friendships, relationships, routines and support networks. We therefore place particular importance on continuity of provision, effective information sharing and creating a culture in which every child feels connected and supported from their first day onward.

This strategy sets out how we will achieve these objectives through rapid assessment of needs, ambitious leadership, inclusive environments, high-quality teaching, targeted interventions and a graduated approach to support. Through Assess, Plan, Do, Review cycles, we work to identify pupils' strengths and needs, implement appropriate provision and evaluate impact to ensure support remains responsive and pupil-centred.

In line with the SEND Code of Practice, we are committed to co-production and recognise that pupils, families and professionals all play a vital role in securing positive outcomes. This strategy has been informed by pupil voice, parental feedback, engagement with external agencies and our understanding of the unique strengths and challenges within our Service community.

Our approach reflects the seven principles of inclusion by promoting ambitious leadership, early identification and intervention, high-quality teaching, participation, strong partnerships, accessible environments and a culture of belonging. Through these principles, we aim to create a school community where every child feels safe, respected, included and able to thrive.

Barriers to learning and participation

At Leeming RAF Community Primary School, we recognise that pupils may face a range of barriers which can impact learning, wellbeing, attendance, engagement and participation. Understanding these barriers enables us to design effective universal provision and targeted support, ensuring all pupils can thrive, achieve their potential and participate fully in school life.

The following barriers have been identified through analysis of pupil needs, attendance, attainment and SEND information, alongside feedback from pupils, families, staff and external professionals.

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	Social, Emotional and Mental Health (SEMH) needs and Emotionally Based School Avoidance (EBSA).

	An increasing number of pupils require support with emotional regulation, anxiety, resilience and emotionally based school avoidance (EBSA), impacting attendance, engagement and participation. Some pupils require enhanced nurture provision and targeted support to develop emotional wellbeing, positive relationships and a strong sense of belonging within school.
2	Communication and Interaction. A number of pupils experience barriers relating to speech, language and communication, including difficulties understanding and using language, social communication differences and limited vocabulary knowledge. These barriers can affect learning, participation, self-expression and the development of positive relationships. Early identification and language-rich approaches are essential to enabling pupils to access learning and communicate with confidence.
3	Cognition and Learning Some pupils experience barriers linked to literacy, numeracy, memory, processing and specific learning difficulties. These challenges may affect the acquisition, retention and application of knowledge and skills across the curriculum. Early identification, adaptive teaching and evidence-informed interventions are essential to improving access, independence and progress.
4	Neurodiversity. There has been an increase in pupils requiring adaptations to support social communication, sensory processing, executive functioning and attention. Staff require ongoing training and support to ensure inclusive classroom practice meets a broad range of needs.
5	Mobility, continuity and belonging within our Service community. A significant proportion of pupils are from Service families and may experience multiple school moves, parental deployment and periods of family change. These transitions can disrupt learning, relationships and continuity of provision or health referrals. Pupils may experience interruptions to interventions, delays in information transfer and challenges in establishing a sense of belonging. Robust transition processes, effective information sharing and strong pastoral support are therefore essential.

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)*
Deployment of class-based Teaching Assistants to deliver targeted interventions and in-class support, including Little Wandle Keep Up, Precision Teaching, Number Stacks, pre-teaching, post-teaching and scaffolded learning opportunities. Teaching Assistants work alongside teachers to support the implementation of adaptive teaching strategies, reinforce learning, develop independence and facilitate access to an ambitious curriculum. This approach is informed by the EEF's Special Educational Needs in Mainstream Schools guidance, which highlights the importance of high-quality teaching, targeted intervention and effective use of Teaching Assistants in improving outcomes for pupils with SEND. (Barrier 1, 2, 3, 4, 5)	Universal and Targeted	Total: £106,548
Development of the Nest nurture provision to support pupils experiencing SEMH needs and EBSA. Provision will include targeted nurture sessions, emotional regulation support, reintegration planning and strengthened family engagement. (Barrier 1, 5)	Targeted	Resource Cost: £400 Staffing Cost: £1615 Total: £2,015
Introduction of SNAP-B screening to support the early identification of social, emotional and behavioural needs will support early identification and intervention, enabling staff to implement a graduated response through Assess, Plan, Do, Review cycles in line with the SEND Code of Practice. (Barrier 1)	Universal/Targeted	Resource Cost: £235 Staffing Cost: £300 Total: £535

SNAP-SpLD will support the early identification of barriers to learning and enable staff to tailor adaptive teaching and targeted interventions in line with evidence-based approaches to SEND identification and support. (Barrier 3)	Universal/Targeted	Resource Cost: £235 Staffing Cost: £300 Total: £535
Whole-school adaptive teaching development, including CPD, flexible grouping, pre-teaching vocabulary, scaffolded learning and use of evidence-informed strategies to improve access to the curriculum. This work is informed by the EEF's *Special Educational Needs in Mainstream Schools* guidance, which highlights high-quality teaching as the most effective way to improve outcomes for pupils with SEND.(Barrier 2, 3, 4) Scaffolds are intentionally reduced through a graduated approach, moving pupils from adult-directed support towards independent use of resources, strategies and self-regulation techniques. Progress is measured by increasing independence rather than continued reliance on adult assistance	Universal	Resource Cost: £100 Staffing Cost: £700 Total: £800
Expansion of inclusive classroom resources through the use of Widgit, IDL, Chromebooks and assistive technology to improve accessibility and independence. This provision draws upon evidence supporting communication-friendly classrooms, assistive technology and structured literacy interventions to increase access, participation, independence and progress across the curriculum. (Barrier 2, 3)	Universal	Resource Cost Widgit: £137 IDL: £599 Resource Total: £736 Staffing Cost Widgit training and resource creation: £250 IDL delivery: £2,422 Technician support for Chromebooks: £300 Staffing Total: £2,972 Total: £3,708
A TA-led Autism Champions Group will provide opportunities for autistic pupils to develop self-understanding, explore their strengths and needs, build self-advocacy skills and support one another through shared experiences. The group will promote belonging, acceptance and	Targeted	Resource Cost: £0 Staffing Cost: £136 Total: £136

participation whilst ensuring pupil voice is central to the ongoing development of inclusive practice within school. This reflects neurodiversity-affirming practice and the SEND Code of Practice's emphasis on participation and co-production. (Barrier 2, 4, 5)		
Engagement with Autism Central and specialist external agencies to strengthen provision and support for pupils and families. This activity will draw upon specialist expertise and current evidence-informed practice to enhance staff understanding, strengthen provision and improve outcomes for autistic pupils. (Barrier 2, 4)	Universal/Targeted	Resource Cost: £0 Staffing Cost: £500 Total: £500
Development of a Service Child transition pathway, including pupil passports, transition meetings and robust information-sharing processes to support continuity of provision following school moves. (Barrier 5)	Universal	Resource Cost: £0 Staffing Cost: £500 Total: £500
Strengthening systems for SEND and Inclusion data collection and analysis to support early identification, strategic decision-making and evaluation of impact. This activity is informed by the DfE's principles of inclusive leadership and evidence-based decision-making, ensuring resources and support are targeted effectively according to pupil need. (Barrier 1, 2, 3, 4, 5)	Universal	Resource Cost: £0 Staffing Cost: £350 Total: £350
Development of co-production opportunities through enhanced pupil voice, parent voice and collaborative Assess-Plan-Do-Review processes. This work is informed by the SEND Code of Practice, which identifies children, young people and families as key partners in planning, delivering and reviewing provision. (Barrier 1, 2, 3, 4, 5)	Universal	Resource Cost: £0 Staffing Cost: £500 Total: £500
Maintain strong partnerships with external agencies, health professionals and families to	Universal/ Targeted	Resource Cost: £0 Staffing Cost: £500

ensure that pupils receive timely, coordinated and holistic support. This includes liaison with educational psychology, autism outreach services, health professionals, NHS services, Service children's support services and families to support assessment, planning, intervention and review processes. This reflects the SEND Code of Practice's emphasis on multi-agency collaboration and coordinated support to improve outcomes for children and young people. (Barrier 1, 2, 3, 4, 5)		Total: £500
Provision of sensory equipment, including scooter boards, a sensory swing and Lycra resources, to support sensory regulation, emotional wellbeing and access to learning. Resources are used to meet individual needs and promote participation, engagement and belonging within school life. (Barrier 1, 4)	Universal and Targeted	Resources: £600

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
Pupils receive timely and responsive support that enables them to access learning, develop independence, make progress from their starting points and experience a sense of belonging within their classroom community.	Teaching Assistants are deployed effectively to deliver targeted support; pupils demonstrate increased confidence, independence and engagement in learning; interventions accelerate progress from starting points; and pupils with SEND are able to participate successfully alongside their peers. Scaffolding will be given in an appropriate manner, with the aim of fading this to enable children to become increasingly independent over time.
Pupils experiencing SEMH needs feel safe, connected, experience a strong sense of belonging and are able to engage successfully in school life.	Improved attendance, engagement and participation for identified pupils; pupil voice demonstrates an increased sense of belonging and emotional wellbeing; reduced reliance on crisis support.
Social, emotional and behavioural needs are identified earlier and support is implemented more effectively.	Staff use SNAP-B consistently; needs are identified earlier; interventions are targeted appropriately; progress is evidenced through Assess-Plan-Do-Review cycles.

Barriers related to specific learning difficulties are identified promptly and appropriate adaptations are implemented.	Assessments are completed where appropriate; classroom adaptations reflect identified needs; pupils demonstrate increased confidence, independence and engagement in learning.
All pupils can access an ambitious curriculum through high-quality teaching that responds to individual need.	Lesson observations show effective adaptive practice; pupil outcomes improve; staff report increased confidence in adapting learning; children with SEND successfully access age-related learning opportunities.
Pupils are able to access learning more independently and participate more fully in the curriculum.	Increased independent working; improved access to learning tasks; positive pupil and staff feedback; technology and visual supports are routinely embedded across classrooms.
Autistic pupils develop greater self-understanding, self-advocacy and a stronger sense of belonging within school.	Pupils can identify strategies that support them; pupil voice indicates increased confidence and belonging; autistic pupils report feeling understood and represented within the school community.
Staff expertise in supporting autistic pupils continues to grow, leading to more consistent inclusive practice.	Staff confidence measures improve; agreed strategies are visible across classrooms; autistic pupils and families report positive experiences of school support.
Service children experience smooth transitions and continuity of support when joining or leaving the school.	Transition information is shared promptly; intervention records transfer effectively; families report positive transition experiences; pupils settle quickly and maintain engagement in learning.
The school has a clear understanding of emerging needs and can deploy support proactively.	SEND and inclusion data is reviewed regularly; trends are identified and acted upon; provision is informed by evidence; leaders can demonstrate the impact of interventions.
Pupils and families are active partners in decision-making and feel their views are valued.	Parent and pupil voice is gathered regularly; evidence of views informing provision and reviews; increased family engagement; positive feedback regarding communication and involvement.

Pupils with SEND and additional needs receive coordinated, timely and effective support through strong multi-agency collaboration and meaningful partnership with families, enabling them to feel understood, included and able to thrive.	Referrals are made in a timely manner; specialist recommendations inform practice; coordinated support results in improved engagement, participation, wellbeing, belonging and outcomes.
Pupils are able to regulate their sensory needs more effectively, enabling them to engage in learning, participate in school life.	Pupils demonstrate improved self-regulation, engagement and participation; staff identify appropriate sensory strategies to support individual needs; and pupils are increasingly able to access learning and wider school experiences successfully.