



Green Park Community Primary School Inclusion Strategy 2026-2027

Strategy overview

Detail	Information
Academic year/years that our current Inclusion Strategy covers	2026-2027
Date this statement was published	1st July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	R. Hawkins

Statement of Intent: Inclusion

At Green Park Community Primary School, our ultimate objective is for every child to feel safe, valued, included and able to succeed. We believe that inclusion is not an additional layer of provision, but the foundation of excellent education. 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, thrive in school life and achieve their full potential.

Our inclusion strategy is built around early identification, responsive support and high expectations. 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. Once needs are identified, we put the right support in place - whether that is high-quality adaptive teaching, targeted intervention, small-group support, specialist provision, or personalised planning. We continually review provision so that support remains purposeful, proportionate and effective.

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. We therefore place great importance on working with families and the wider school community. 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. 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.

Our vision is for every pupil to leave Green Park with the confidence, knowledge and independence to move successfully to the next stage of education and life. Inclusion at Green Park means every child is known, supported and challenged to succeed.

Barriers to learning and participation

Detail of barrier to learning	Notable trend / theme
Attendance	Attendance for pupils with SEND is 88.8%, which is 1.9% below similar schools.
Emotion Based School Avoidance	A small number of pupils exhibit EBSA. Severe absence is 1%, representing 2 children. Both of these children have SEND.

Activity in this academic year

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.	Universal	£3000	Staff apply adaptive strategies consistently, helping more pupils access learning successfully and reducing barriers within lessons.
Implement Paddington Paws across the whole school, with hubs in EYFS, Y1/2, 3/4 and 5/6 , to support consistent pastoral provision, emotional regulation and behaviour support.	Universal and targeted	£14000 to fund an additional TA	Pupils who need additional emotional and behavioural support are identified earlier and supported more effectively. Behaviour, engagement and attendance improve.
Provide staff with additional training in dealing with a wide range of SEND needs , including trauma training for all staff.	Universal	£2000	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 / 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
Audit staff training needs and review provision , including B squared training for pupils on pathways.	Universal and targeted	No cost	Training is matched to need, and staff are better equipped to track and support progress accurately.
Create SEND passports with pupils and make them available to all staff , so key information and strategies travel with the child.	Targeted	No cost	Staff understand individual needs more clearly, support is more consistent, and pupils experience smoother transitions between adults and settings.
Share children's targets with all staff who work with them and strengthen communication about needs across year groups and partner teachers.	Universal and targeted	No cost	Adults respond more consistently and pupils receive better-targeted support in every class.
Use times throughout the day to deliver interventions , including hub or small-group support for speech and language, reading, mathematics and other identified needs.	Targeted	Covered within staffing budget	Gaps begin to lessen and pupils make stronger progress from their starting points.
Identify possible dyslexia or dyscalculia and work with parents to seek diagnosis where appropriate.	Targeted	No cost	Needs are recognised earlier and pupils receive more appropriate support and adjustment.
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	No cost	Attendance for vulnerable pupils improves and families are better supported to attend regularly.
Develop restorative justice methods as part of the behaviour policy and review behaviour systems with staff.	Universal	No cost	Pupils experience a more positive and consistent behaviour culture, with reduced low-level disruption and stronger relationships.
Develop accessible communication with parents about attendance, behaviour and support , including parent workshops and information sessions.	Universal	No cost	Families understand expectations more clearly and are better able to support inclusion at home.

Intended outcomes

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, passports 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.
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.
Behaviour and engagement improve for pupils with additional needs.	Behaviour books, pupil voice and staff voice show improved consistency, fewer escalations and better engagement in lessons.
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
- improving consistency of SEND support across classes and year groups
- developing staff confidence through whole-school and targeted training
- improving the use of SEND passports and sharing pupil targets
- using interventions more flexibly throughout the day
- improving attendance, particularly for pupils with SEND and those affected by EBSA
- developing restorative approaches and a more positive behaviour culture
- 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.

Further information

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 passports and provision plans

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 Green Park Community Primary School.