Inclusion Strategy Template

Inclusion Strategy – Clarendon Primary School

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Finance Committee
Inclusive Mainstream Fund + Early Years Inclusion Fund	£27,722 = £1,650 = £29,372
Notional SEN Budget	£571,187
Total Inclusion Funding	£600,559

Statement of intent

At Clarendon, our ambition is that every child is known, valued and enabled to succeed. Our vision, Together We Shine, reflects our belief that children possess unique gifts and qualities and should develop in a respectful, caring environment where there is a love of learning. We want every child, including children with SEND, EAL, speech and language needs, disadvantaged children, International New Arrivals and children experiencing other barriers, to achieve well, attend regularly, feel safe and belong fully to our school community.

Clarendon serves a diverse and deprived community in Bolton. Children speak 35 languages, 74% have English as an Additional Language and 49 EAL children are International New Arrivals with little or no English. Many children enter school with well below average starting points, and 18% are identified as having SEND. Our inclusion strategy therefore prioritises strong universal provision, early identification, adaptive teaching, communication and language development, attendance, positive relationships and effective partnership with families and services.

The strategy supports our school improvement priorities, including improving communication, language and literacy in the early years; using assessment information effectively through BROMCOM; ensuring smooth transitions and balanced class groupings; using technology and AI responsibly to improve teaching, support and

administration; and strengthening community participation. It also responds to the previous inspection's recommendation that children should have more consistent opportunities to develop the quality and presentation of their written work.

Our approach is organised around the DfE's 7 principles of inclusion:

1. ambitious leadership and governance that embeds inclusion
2. evidence-based support prioritising early intervention
3. high quality adaptive teaching with curriculum designed for all learners
4. enriching provision beyond the classroom that all children can access
5. a safe and respectful culture fostering belonging, attendance, and participation in learning
6. strong partnerships with families and wider services
7. inclusive environments with continuous improvements to accessibility

Most activity will strengthen our universal offer, while targeted support will be used where a child's needs cannot be met through universal provision alone. We will use assessment, attendance, participation, progress, wellbeing and family feedback to evaluate impact and refine provision. This reflects the DfE steer that schools should implement fewer approaches well, with consistency and quality.

The strategy has been informed by staff knowledge, assessment and attendance information, pupil voice, parent and carer feedback, SEND reviews, communication with external agencies and our work with the wider community through activities such as forest school, cookery and litter-picking sessions. We will continue to listen to children, families, staff and partners throughout implementation so that our provision remains responsive, accessible and rooted in the strengths of the Clarendon community.

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 *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	Many children enter Clarendon below age-related expectations across areas of learning, with particularly significant needs in communication, language and speech. A considerable proportion of these children also have SEND. Without early identification, high-quality language-rich interaction and carefully sequenced support, these starting points can affect access to the curriculum, written responses, independence and progress.
2	Attendance is a particular barrier for some children with SEND. Individual needs, anxiety, communication difficulties, health needs, sensory differences, family circumstances and previous negative experiences of school may make regular attendance more difficult. Absence reduces access to teaching, relationships, routines, intervention and wider enrichment.
3	Clarendon has a high proportion of children with EAL: 74% of children speak English as an Additional Language and 49 EAL children are International New Arrivals with little or no English. The school also experiences mobility and high levels of deprivation. Differences in prior educational experience, home language, vocabulary and speech and language development can affect communication, participation, access to written tasks and relationships unless provision is deliberately inclusive.

4	Although attendance is a priority across the school, some families do not yet view regular attendance as sufficiently important. This can contribute to persistent or recurring absence and can be linked to deprivation, family routines, illness, mobility, transport, competing pressures or limited understanding of the relationship between attendance, belonging and achievement. Attendance needs to be improved further through early, respectful and personalised partnership with families.
5	The school has a wide and increasing range of SEND needs. Families choose Clarendon because of its inclusive reputation, resulting in a complex SEND register with a vairety of need. Staff therefore need consistent expertise, effective assessment, reasonable adjustments, specialist advice and well-coordinated provision so that children with different needs can participate successfully in a mainstream classroom.

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	Activity type	Total budgeted cost
Inclusive communication, language and literacy offer from Early Years to Year 6. Develop a consistent whole-school approach to communication and language, including staff training, language-rich classrooms, explicit vocabulary teaching, visual supports, structured talk, modelling, questioning, oral rehearsal and opportunities to improve the quality and presentation of written work. Use WellComm in the early years to identify communication needs early and to inform provision. Strengthen the transition of communication information between year groups and use appropriate bilingual and visual resources for EAL and International New Arrival children. Staff will use the Resource library for educators and the Special Educational Needs in Mainstream Schools guidance report to support classroom practice and early intervention. **Principle: 2. evidence-based support prioritising early intervention** and **3. high quality adaptive teaching with curriculum designed for all learners**. **Barriers addressed: 1, 3, 5**	universal	Total: £66,200
Consistent adaptive teaching and SEND expertise. Establish a shared Clarendon teaching and support framework for children with SEND, EAL, low starting points and overlapping needs. This will include an inclusion audit of classrooms, agreed reasonable adjustments, accessible learning materials, scaffolded and gradually withdrawn support, explicit teaching of learning behaviours, sensory and regulation strategies, and structured use of assessment information through BROMCOM. CPD, peer coaching, moderation and lesson visits will focus on ensuring that all adults hold high expectations, reduce unnecessary cognitive and language barriers, and enable children to participate in the same ambitious curriculum wherever possible. The approach will be implemented using the Guide to implementation, including clear leadership, staff development, monitoring and adaptation. Responsible AI tools may support planning, resource adaptation, translation and administration where they improve access, protect safeguarding and data privacy, and do not replace professional judgement. **Principle: 1. ambitious leadership and governance that embeds inclusion** and **3. high quality adaptive teaching with curriculum designed for all learners**. **Barriers addressed: 1, 3, 5**	universal	Total: £207,336
Attendance, belonging and emotionally available school routines. Strengthen a whole-school attendance and belonging approach, with clear expectations, consistent routines, positive recognition and early identification of absence patterns. Attendance information will be reviewed by group, including SEND, EAL, International New Arrivals and disadvantaged children, so that action is timely and proportionate. Staff will use respectful conversations with children and families to understand the reason for absence and agree practical next steps. Children returning after absence will	universal	Total: £35,400

receive a supportive re-entry, help to reconnect with learning and opportunities to rebuild relationships. The approach will draw on the Attendance toolkit for schools and the Attendance toolkit and guidance from the EEF, alongside Clarendon's established values of acceptance, resilience, nurturing and "Nobody left behind". **Principle: 5. a safe and respectful culture fostering belonging, attendance, and participation in learning**. **Barriers addressed: 2, 4, 5**		
Personalised family and wider-service partnership. Create a more accessible and consistent offer for families, including translated or visually supported communication where needed, flexible meetings, parent workshops and two-way conversations about learning, attendance, communication and SEND. Link families to community opportunities through themed sessions such as litter-picking, forest school and cookery. For children requiring more than the universal offer, coordinate graduated targeted support with families, the SENDCo, educational psychology, speech and language services, health professionals, Bolton services and other relevant partners. The EEF evidence on parental engagement highlights the value of positive, personalised communication, practical strategies and two-way relationships, while the RISE support for inclusive mainstream education supports collaborative approaches to strengthening inclusion. **Principle: 6. strong partnerships with families and wider services**. **Barriers addressed: 2, 3, 4, 5**	universal	Total: £41,435
Targeted communication, participation and attendance support for children requiring more than the universal offer. Use a graduated approach based on assessment and review to provide time-limited, measurable support for identified children. This may include targeted speech and language work, structured language groups, social communication and emotional regulation support, individual attendance plans, supported transitions, mentoring, access arrangements and liaison with specialist services. Provision will be recorded, reviewed and adapted through assess–plan–do–review cycles, with clear exit or continuation criteria. Targeted support will complement, not replace, high-quality classroom teaching. Guidance from the Special Educational Needs in Mainstream Schools guidance report, Targeted support and the DfE guidance on inclusion bases in schools will inform decisions about targeted provision and specialist collaboration. **Principle: 2. evidence-based support prioritising early intervention** and **6. strong partnerships with families and wider services**. **Barriers addressed: 1, 2, 4, 5**	targeted	Total: £254,670
Total		£605,041

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
Children make stronger progress from their starting points in communication, language, reading, writing and wider learning.	Assessment information shows improved progress from baseline for identified cohorts, including children with SEND, EAL, International New Arrivals and disadvantaged children. The proportion of Reception children achieving the school's communication, language and literacy target increases from the 2026 baseline of 65.5%. WellComm and school assessment information show that identified communication needs are detected earlier and reviewed more consistently.
Children with SEND and EAL participate successfully in ambitious classroom learning.	Classroom monitoring, work scrutiny, pupil voice and moderation show consistent use of adaptive teaching, accessible resources, structured talk, visual supports and appropriate scaffolds (Oracy focus on School Development Plan for 2026/27). Children can explain how adaptations help them to learn. The quality, independence and presentation of written work improve, addressing the previous inspection recommendation.
Attendance improves, particularly for children with SEND and children whose families need additional	Overall attendance increases from the school's current baseline. The attendance gap between statutory school age children with SEND and other children continues to be in line with all other children (95.7%). Persistent absence (11.9%) reduces, monitored by SEND

support to understand the importance of regular attendance.	(95.3%), EAL (95.8%) & disadvantaged status (96%). Attendance meetings and plans result in recorded actions, review dates and evidence of improved attendance for targeted children.
Children feel safe, included and that they belong at Clarendon.	Pupil voice and wellbeing surveys show that children feel known, listened to, respected and able to participate. Children report that their language, culture, identity and individual strengths are valued. Participation in pupil leadership, clubs, community sessions, forest school, cookery and other enrichment is monitored to ensure that children facing barriers are represented.
Children demonstrate improved engagement, independence and readiness to learn.	Learning walks, observations, pupil voice and behaviour records show improved engagement with learning, use of regulation strategies and participation in classroom discussion. Incidents of dysregulation or disengagement for identified children reduce from baseline, while the school's strong behaviour culture and high expectations are maintained.
Families are active partners in improving attendance, learning, communication and wellbeing.	Participation in parent workshops, community sessions and review meetings increases, including participation by families who may face language, mobility or practical barriers. Families report that communication is accessible, respectful and useful. Records show that family views inform support plans and that referrals and advice from wider services are coordinated promptly.
Inclusive practice is implemented consistently and sustainably across the school.	Staff training, peer coaching, monitoring and review demonstrate consistent application of the agreed inclusion framework. BROMCOM and other assessment systems are used effectively to identify need, track progress and inform provision from Reception to Year 6. Leaders and governors review the impact of each activity against attendance, attainment, progress, belonging, wellbeing, participation, engagement and behaviour measures, and adjust provision where evidence indicates that this is necessary.