Ashbourne Primary Inclusion Strategy 2026-2027

Before completing this template, read DfE's Developing an inclusion strategy using the IMF for school leaders.

Schools can use this template to help them develop their inclusion strategy, which must be published on their school website by 31 December every academic year.

Before publishing your completed statement, delete the instructions (text it italics) in this template, and this text box.

Inclusion Strategy – Ashbourne Primary 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	Autumn Term 2026
Date on which it will be reviewed	Autumn Term 2027
Statement authorised by	Heather Davis (Headteacher)

Statement of intent:

At Ashbourne Primary School, our vision of 'Excellent Effort Always Matters' reflects our ambition for every child. We are committed to being an inclusive school where every pupil is known, valued and supported to succeed. We maintain high expectations for all pupils and believe that additional needs, SEND, disadvantage or wider barriers should not limit a child's access to an ambitious curriculum, their participation in school life or their opportunities to achieve and thrive.

A significant proportion of our pupils experience additional or overlapping barriers to learning and participation. Our Inclusion Strategy is therefore rooted in identifying these barriers early, understanding each pupil's strengths and needs, and removing barriers through a strong universal offer, complemented by timely and evidence-informed targeted support where this is needed.

Our first priority is high-quality, inclusive teaching. We will continue to strengthen adaptive teaching so that pupils can access the same ambitious curriculum alongside their peers and develop increasing confidence and independence. Through effective assessment, responsive teaching, appropriate scaffolding, assistive technology and carefully selected interventions, we aim to identify and address gaps in learning at the earliest opportunity. Particular attention is given to the foundational language, literacy and communication skills that enable pupils to participate successfully across the curriculum.

Inclusion at Ashbourne extends beyond academic achievement. Our Golden Threads of Language and Literacy, Resilience and Regulation, and Belonging and Becoming reflect our commitment to pupils' learning, wellbeing and participation. We want every child to feel safe, respected and that they belong, to be ready to learn, and to participate fully in the wider opportunities our school provides.

Our approach reflects the seven principles of inclusion through ambitious leadership and governance; early identification and evidence-informed support; high-quality adaptive teaching; equitable access to enrichment; a safe and respectful culture of belonging; strong partnerships with families and professionals; and continued development of accessible and inclusive learning environments.

Families are essential in helping us achieve these aims. We work closely with parents and carers to understand pupils' strengths, needs and experiences, and draw on pupil and family voice alongside assessment, attendance, behaviour and participation information when evaluating provision. We also work collaboratively with our Trust, external professionals and wider services so that support is coordinated and responsive.

Through this strategy, we will continually evaluate not simply what provision we offer, but the difference it makes: whether barriers are being reduced and whether pupils are increasingly able to access, participate, belong and achieve.

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	Increasingly diverse and complex needs: The proportion of pupils with additional needs and SEND is significantly above national levels and has increased over time. A growing number of pupils experience complex and overlapping barriers associated with SEND, disadvantage, vulnerability and wider family circumstances. Without consistently effective adaptive teaching, appropriate reasonable adjustments and timely support, these needs can affect pupils' independence, access to the curriculum and participation in learning.
2	Gaps in foundational knowledge and skills: Some pupils have gaps in the foundational knowledge and skills needed to access age-related learning successfully. These barriers can be associated with lower starting points, additional needs, disadvantage and the school's high level of pupil mobility, with pupils joining at different points having experienced different curriculum sequences. Gaps in prior learning, if not identified and addressed early, can affect pupils' ability to access new learning and make sustained progress, particularly in reading, writing and mathematics
3	Language, Literacy and Communication: A growing number of pupils experience barriers associated with speech, language and communication and/or foundational literacy. Difficulties with understanding and using vocabulary, communicating ideas, reading, spelling, handwriting and transcription can affect pupils' ability to understand teaching, express their thinking and access learning independently across the curriculum. Early identification and strong universal language and literacy provision, alongside precise targeted support where required, are therefore important.
4	Resilience, regulation and readiness to learn: Some pupils experience social, emotional, neurodiverse and/or wider contextual barriers that can affect emotional regulation, attendance, engagement and readiness to learn. For some pupils, these barriers overlap with SEND, disadvantage, safeguarding or family circumstances and can change over time. Pupils may require consistent universal approaches to regulation and belonging alongside timely pastoral, family or specialist support to enable them to feel safe, engage successfully in learning and participate fully in school life.

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)*
Strengthen high-quality adaptive teaching across the school. Provide evidence-informed professional development and instructional coaching to develop consistent use of formative assessment, explicit instruction, modelling, responsive scaffolding and appropriate adaptation. Strengthen staff understanding of pupils’ barriers so that reasonable adjustments enable pupils with additional needs and SEND to access the same ambitious curriculum with increasing independence. Barriers addressed: 1, 2 and 3.	Universal	£2,500
Strengthen the effective deployment and practice of teaching assistants. Provide training and coaching in effective scaffolding, questioning, prompting and approaches which develop pupil independence. Support staff to recognise when scaffolds should be adapted or removed so that additional adult support enables access without creating unnecessary dependency. Barriers addressed: 1, 2 and 3.	Universal	£1,000

Develop the strategic use of assistive technology and accessible resources. Identify where technology and appropriate resources can remove specific barriers to recording, communication, reading and curriculum access. Develop staff expertise in selecting and using these approaches so that pupils with additional needs and SEND can participate more independently in classroom learning. Barriers addressed: 1 and 3.	Universal and targeted	£4,500
Strengthen early identification of barriers through diagnostic assessment and pupil profiles. Bring together assessment information, identified barriers, effective classroom strategies and intended outcomes to support earlier identification and more precise teaching. Extend the use of appropriate diagnostic assessment, including WellComm beyond EYFS, where this will strengthen identification of speech, language and communication needs. Barriers addressed: 1, 2 and 3.	Universal and targeted	£1,800
Strengthen foundational language, communication and literacy provision. Develop consistent whole-school approaches to explicit vocabulary teaching, purposeful classroom talk, oral rehearsal, pre-teaching and transcription. Provide precise additional support for pupils with identified speech, language, reading, spelling, handwriting or transcription barriers, including WellComm intervention where assessment indicates a need. Barriers addressed: 2 and 3.	Universal and targeted	Costed above
Refine evidence-informed targeted support and intervention. Audit interventions against available evidence and ensure additional provision is matched precisely to identified need, delivered with fidelity and time-limited	Universal and targeted	Costed above

where appropriate. Use clear entry, progress and exit measures to evaluate impact and determine whether provision should be continued, adapted, intensified or discontinued. Barriers addressed: 1, 2, 3 and 4, according to identified need.		
Strengthen regulation, belonging and readiness to learn. Build on the school's universal approaches to emotional regulation and inclusive classroom practice, complemented by timely targeted pastoral, wellbeing, EBSA and family support where pupils experience additional barriers to attendance, engagement or participation. Work with families and external professionals where appropriate to provide coordinated support. Barriers addressed: 1 and 4.	Universal and targeted	£1,500

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
1. Pupils with additional needs and SEND experience increasing independence through consistently effective adaptive teaching.	• Monitoring demonstrates that agreed adaptive teaching approaches and reasonable adjustments are implemented consistently across the school. • Staff can identify and articulate pupils' barriers to learning and select appropriate strategies and adaptations in response. • Teaching assistants use scaffolding, questioning and prompting effectively to support learning while developing independence. • Scaffolds and adult support are adapted or removed appropriately as pupils become more independent. • Assistive technology and accessible resources are used effectively where these remove identified barriers to learning. • Pupil voice demonstrates that pupils with additional needs and SEND feel supported, included and able to access their learning.

Barriers and gaps in foundational learning are identified earlier and addressed through precise, evidence-informed teaching and targeted support.	• Assessment, pupil profiles and other diagnostic information enable staff to identify barriers, gaps and next steps promptly and accurately. • Targeted provision is clearly matched to identified need and has appropriate entry, progress and exit measures. • Intervention reviews demonstrate measurable progress for the majority of pupils receiving targeted support. • Provision which is not having sufficient impact is adapted, intensified or discontinued following review. • Pupils identified as at risk of falling behind make improved progress from their individual starting points, including pupils with SEND and additional needs.
Pupils with identified language, literacy and communication barriers develop the foundational skills needed to access and participate successfully across the curriculum.	• Tier 2 and Tier 3 vocabulary is explicitly taught, revisited and applied consistently across the curriculum. • Pupils demonstrate increasing confidence and precision in spoken language and their use of subject-specific vocabulary. • WellComm and other appropriate assessments identify speech, language and communication needs earlier and inform subsequent teaching and targeted support. • Pupils receiving targeted language, reading or transcription support demonstrate measurable progress from their starting points. • Identified pupils demonstrate improved spelling, handwriting fluency and sentence accuracy, with transcription becoming less of a barrier to independent writing.
Pupils experiencing resilience, regulation and readiness to learn contextual barriers demonstrate improved readiness to learn, belonging, engagement and participation in school life.	• Pupil voice demonstrates that pupils with additional needs and SEND feel safe, valued, included and that they belong at Ashbourne Primary School. • Attendance, behaviour, wellbeing and engagement information is used together to identify pupils requiring additional support and evaluate its impact. • Pupils receiving targeted pastoral, regulation, EBSA or family support demonstrate improved engagement, readiness to learn and/or attendance

	according to their identified starting points and needs. • Pupils with additional needs and SEND participate fully in educational visits, enrichment, clubs and wider opportunities, with reasonable adjustments made where required. • Parent/carer feedback and provision reviews demonstrate that support is responsive to pupils' needs and that families are effectively involved.

Notional SEN Budget – Existing Provision
The school's notional SEN budget contributes towards the provision and support required to meet the additional needs of pupils identified with SEND. This includes:

- Additional adult support and targeted teaching.
- Small-group interventions to address specific learning needs.
- Specialist resources and adapted learning materials.
- Support for pupils with communication, interaction, cognition and learning needs.
- Social, emotional and mental health support.
- SENCo time, coordination and monitoring of SEND provision.
- Implementation of individual support plans and reasonable adjustments.