Inclusion Strategy – Consett Infant 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).

Statement of Intent

At Consett Infant School, inclusion means that every child is valued, feels safe and belongs, and can develop academically and personally to their full potential. We aim to provide a caring, challenging and welcoming environment that supports the whole child. This matters particularly for children who start school below age-related expectations, including children with communication and language needs, and for our significant number of children with SEND.

This strategy sets a focused direction for strengthening inclusive practice across the school. It responds to two barriers identified by staff: some children with SEND find it difficult to maintain attention and work independently, and staff confidence in adaptive teaching varies. We will prioritise consistent, high-quality teaching for all children; early, evidence-informed support where that is not enough; and careful monitoring of whether our approaches are making a difference. Our priorities also reflect the school's improvement work on teaching, SEND provision, behaviour and attendance as recommended in our previous Ofsted inspection November 2023.

The strategy 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

The activities below apply the relevant principles to the barriers and priorities we have identified. They build on existing strengths, including our graduated approach, the bespoke Sunbeam Room, strong relationships with families, the Parent Support Worker, established links with nursery and other settings, and work with external professionals. We will continue to involve families and relevant professionals in discussing children's needs and agreeing learning and development priorities. We also recognise that staff are at different levels of confidence in writing high-quality SEND Support Plans, and that

the SENCo is supporting this development. This strategy formalises and extends that work through staff development, clearer quality assurance and review of impact.

2. 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	Some children with SEND find it difficult to focus and sustain attention during lessons. This can limit their access to teaching, opportunities to practise and demonstrate learning, and participation in classroom activities. Staff also report that some children need significant adult support to begin, continue or complete work, which can restrict the development of independence. These needs are particularly important to address for children with complex needs and developmental delays, including children accessing the Sunbeam Room.
2	Staff confidence and experience in using adaptive teaching strategies vary. This can lead to differences in how consistently teaching is adapted to children's needs, including the needs of children with SEND. The school has identified a need to strengthen staff practice in anticipating barriers, using scaffolds and adjustments, and supporting children to participate and learn with increasing independence.

3. Activity in This Academic Year

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 our universal offer.

DfE activity types

- **Universal offer:** Central to a stronger inclusive mainstream system is a universal offer built on high quality, adaptive teaching and whole-school practices that enable all children, including those who face barriers to learning and participation, to achieve and thrive.
- **Targeted support:** For children and young people whose needs cannot be met through the universal offer alone, targeted support should be provided to enable them to achieve and thrive.

The school will use its core budget, including the notional SEN budget, alongside the IMF. The activities are deliberately focused on embedding a small number of approaches with and impact.

Description of activity	Activity type	Total budgeted cost
Embed shared leadership, oversight and evaluation of inclusion. The leadership team and governors will maintain oversight of this strategy as part of school improvement, reviewing delivery and children's outcomes at planned points during the year. The SENCo will coordinate monitoring with class teachers and support staff, including review of the quality of support plans, reasonable adjustments and interventions. This extends the existing graduated approach and the SENCo's current work supporting staff to write better plans; it does not create a separate assessment process. Reviews will consider children's progress, access to teaching, attention, independence, participation and feedback from families and staff. Where provision is not having the intended impact, leaders will agree what to adapt and check whether changes are effective. This staged approach to implementation is consistent with the Guide to implementation (EEF); the Inclusive mainstream fund: best practice for schools (DfE) also encourages schools to monitor and refine funded activity. **Principle:** ambitious leadership and governance that embeds inclusion. **Barriers addressed: 1, 2**	universal	SENCo release time £190 per day x 9 days = £1,710 Staff release time for review meetings £120 per half day x 7 staff members x 3 reviews per year = £2,520
Develop consistent, high-quality adaptive teaching across classrooms. Building on the school's current CPD and teaching and learning priorities, staff will receive focused DFE and LA training and follow-up opportunities to practise, discuss and refine a shared set of approaches. These will include clear, step-by-step explanations and modelling; carefully chunked instructions; planned checks for understanding and questioning; scaffolds and visual supports; and explicit opportunities for children to practise before working independently. Teachers and support staff will consider how to use adult support to enable learning without making children unnecessarily dependent on an adult. Leaders will use existing lesson visits, professional discussion and assessment information to identify what is becoming consistent and where further support is needed. The Special Educational Needs in Mainstream Schools (EEF guidance report) identifies high-quality	universal	CPD via SLA contact x 2 half day sessions and 5 staff meetings = £3,250

teaching, scaffolding, explicit instruction and effective use of teaching assistants as important starting points for supporting children with SEND. **Principle:** high quality adaptive teaching with curriculum designed for all learners. **Barriers addressed: 1, 2**		
Strengthen and quality-assure targeted support and intervention across school. For children who need more than the universal offer, teachers and the SENCo will use the graduated approach to agree specific outcomes, adjustments and suitable evidence-informed support with families and relevant professionals.. Reviews will look for measurable progress in attention, engagement and independence as well as curriculum learning, and will check that targeted provision supports access to the wider school and curriculum where appropriate. Intervention monitoring will consider whether support is delivered as planned and whether it is helping children make progress. This approach reflects the Special Educational Needs in Mainstream Schools (EEF guidance report), which emphasises matching targeted support to identified need, reviewing its impact and ensuring it complements high-quality teaching. **Principle:** evidence-based support prioritising early intervention. **Barriers addressed: 1, 2**	targeted	SENCo release time for monitoring £190 per day x 3 days = £570
Make family and professional partnership a consistent part of planning and review. Building on the school's established relationships with families, Class Dojo, parent meetings, open days, Parent Support Worker and external-agency links, the school will make sure that families' knowledge of their child's strengths, needs and successful strategies informs support planning and review. For children receiving targeted support, staff will agree priorities and approaches with families and relevant professionals, communicate changes in a clear and accessible way, and share progress against agreed outcomes. The Parent Support Worker and existing transition links with Beechdale Nursery School and other early years settings will continue to support communication around children's needs and transitions into school. This is an extension and formalisation of current partnership practice, not a replacement for it. The Special Educational Needs in Mainstream Schools (EEF guidance report) supports an ongoing, holistic	targeted	Family support advisor time £158 per day x 20 days = £1,580

understanding of children's needs that includes families and relevant professionals. **Principle:** strong partnerships with families and wider services. **Barriers addressed: 1, 2**		
Strengthen belonging, participation, behaviour and attendance. Building on the school's caring ethos, positive relationships and current review of its behaviour policy, staff will work towards a consistent, restorative approach that promotes respectful behaviour, participation and readiness to learn. Leaders will review attendance data regularly to identify children and groups needing support, including children with SEND and disadvantaged children, and will work with families to understand and address barriers to attendance. The school will also review whether children who face barriers to participation can access appropriate enrichment beyond the classroom, including clubs, trips and wider school activities. Where a child needs help to participate, staff will plan suitable adjustments with the child and family. Attendance and participation activity will be informed by the Attendance toolkit for schools (DfE); the Inclusive mainstream fund: best practice for schools (DfE) provides guidance on choosing activities that strengthen inclusive practice. **Principles:** a safe and respectful culture fostering belonging, attendance, and participation in learning; enriching provision beyond the classroom that all children can access. **Barriers addressed: 1, 2**	universal	Behaviour CPD – 2 sessions £760
Review accessibility and predictable classroom environments to support attention and independence. The school will review how classroom routines, layouts and everyday learning resources can help children understand what to do, sustain attention and complete tasks with less adult prompting. Staff will consider practical adjustments such as clear visual instructions, predictable routines, reduced unnecessary distraction, and accessible resources children can use independently. The review will draw on staff observations and feedback from children and families, and will identify adjustments that are useful across classrooms rather than relying only on individual arrangements. This is a focused improvement to the accessibility of everyday learning environments, rather than a proposal for new specialist accommodation. The	universal	SENCo release time for monitoring £190 per day x 3 days = £570

Inclusive mainstream fund: best practice for schools (DfE) and Special Educational Needs in Mainstream Schools (EEF guidance report) support considering how teaching and the learning environment can remove barriers to participation. **Principle:** inclusive environments with continuous improvements to accessibility. **Barriers addressed: 1, 2**		

4. 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.

The school will establish or confirm starting points early in the year, using existing assessment, support-plan, attendance and behaviour information alongside staff, child and family feedback. Leaders and the SENCo will review implementation and outcomes during the year and at year end. Where groups are small, results will be considered alongside individual progress and experiences, not as percentages alone.

Intended outcome	Success criteria
Children with SEND sustain attention and participate more consistently in learning.	For children with SEND identified as facing attention barriers, teachers' ongoing assessment and recorded observations show improved engagement in lesson activities compared with each child's starting point. Reviews of support plans record whether children are beginning and completing agreed learning tasks more consistently, and whether adjustments are helping them participate in classroom learning.
Children develop greater independence in classroom tasks.	For children identified as relying on adult prompting, support-plan reviews record progress against individual independence outcomes. Classroom observations show children making increasing use of agreed prompts, routines and resources to begin or continue tasks, with adult support adjusted in response to the child's progress.
Adaptive teaching becomes more consistent and supports learning for all children.	By the end of the year, the majority of staff consistently use the agreed evidence-informed working-memory strategies; most of teachers consistently use planned, high-quality questioning and routinely deliver clear, explicit explanations that enable at least 75% of children to meet lesson success criteria; and teachers accurately use assessment to adjust

	teaching within lessons. Leaders will evaluate this through existing monitoring and review arrangements.
Targeted support is linked to clear outcomes and reviewed for impact.	Children receiving targeted support have current plans that record agreed outcomes, reasonable adjustments and review points, with family involvement and relevant professional advice where appropriate. The SENCo's monitoring records whether interventions are evidence-informed, delivered as planned and helping children make progress in their agreed learning, attention, engagement or independence outcomes.
Children and families experience strong partnership in planning support.	Reviews of targeted support record how families' views and knowledge have informed agreed priorities and next steps. Families are given clear information about support and progress, and staff record and act on relevant feedback from families and professionals. Transition information for children moving into Reception includes relevant information about strengths, needs and helpful approaches where it is available.
Children experience a respectful culture, improved participation and effective support with attendance.	Staff understand and apply the reviewed behaviour framework consistently. Leaders monitor behaviour, participation and attendance throughout the year, including for children with SEND and disadvantaged children. Overall attendance is at least in line with comparative schools, and persistent absence among pupil premium pupils and children with SEND is reduced in comparison to last year. Children's and families' feedback, together with participation records, informs review of belonging and access to wider school activities.
Classroom environments and routines better support access to learning.	The school completes a review of classroom accessibility and predictable learning routines. Leaders record agreed changes and check through classroom monitoring and feedback whether children can use these routines and resources to understand instructions, remain engaged and complete tasks with greater independence.