

Worth Primary School Inclusion Strategy

Academic year 2026 to 2027

A whole school plan for belonging participation and achievement

Strategy detail	Information
Period covered	1 September 2026 to 31 August 2027
Publication date	September 2026
Annual review date	September 2027
Approval and oversight	Headteacher and governing body
Developed with	Senior leaders, governors, teachers, support and pastoral staff, pupils, families and external professionals
Funding considered	Core school budget, including the notional SEN budget, and the Inclusive Mainstream Fund

This strategy sets out how Worth Primary School will strengthen its universal offer and provide timely additional support in a small-school context with high and overlapping levels of need. It is designed to change daily practice, not simply describe provision. It should be read alongside the SEN information report, accessibility plan, behaviour and attendance policies, safeguarding arrangements and pupil premium strategy.

Publication requirement. This strategy meets the Department for Education requirement to identify cohort-wide barriers to learning and participation, set out budgeted activity to address them, state measurable outcomes and review the previous academic year. It will be published on the school website and reviewed annually.

Strategy at a glance

Our conclusion is clear: because need is widespread and layered, Worth must make inclusive teaching reliable in every classroom while preserving targeted help for pupils who need more. In a school of 71 pupils, 34 pupils are identified with SEN and 30 are disadvantaged. A small staff cannot sustain a long list of disconnected initiatives. We will therefore implement a short, common repertoire, align intervention with class teaching, protect leadership and review time, and use external expertise and local collaboration where scale is limited.

Priority	What will be different by July 2027	Lead evidence
1 Inclusive teaching	A common set of adaptive practices is visible in planning, explanation, guided practice and pupil independence.	Lesson visits, work scrutiny, pupil voice, progress
2 Early literacy language and maths	Needs are identified early; additional teaching is brief, structured and connected to the curriculum.	Screening, intervention records, curriculum assessments
3 Regulation belonging and attendance	Pupils experience predictable routines, relational support and rapid attendance response.	Attendance, engagement, behaviour, wellbeing
4 Access and participation	Sensory, physical, communication and enrichment barriers are anticipated and reduced.	Accessibility walk, participation audit, pupil feedback
5 Sustainable small-school implementation	Roles, routines and monitoring remain manageable despite mixed-age classes and limited capacity.	Implementation checks, staff workload, governor review

Our inclusion commitment

Every pupil will be known, welcomed and expected to succeed. Pupils with SEND, disadvantage or other barriers will learn with their peers through an ambitious curriculum, reasonable adjustments and timely help. Additional provision will add to, not replace, excellent classroom teaching. We will not wait for a diagnosis before responding to an observed barrier, and we will not reduce challenge because a pupil belongs to a group.

For Worth, inclusion means access to the taught curriculum, meaningful participation in lessons and wider school life, a secure sense of belonging, growing independence, good attendance and progress from each pupil's starting point. Safeguarding remains the first consideration. Pupil and family views inform decisions, while professional judgement and evidence determine the support provided.

The seven principles of inclusion

DfE principle	Worth commitment
1 Ambitious leadership and governance	Inclusion is visible in improvement planning, resource decisions, professional development and governor challenge.
2 Evidence based early support	Barriers are identified quickly and help begins without unnecessary delay, with impact checked.
3 High quality adaptive teaching	Teachers maintain ambition while adapting explanation, modelling, scaffolding, grouping, practice and feedback.
4 Accessible enrichment	Trips, clubs, leadership, play and cultural experiences are planned so that pupils can participate.
5 Safe respectful culture	Relationships, routines, attendance work and behaviour support build safety, dignity, belonging and participation.
6 Partnership	Pupils, families, the trust, local schools and specialists share knowledge, decisions and responsibility.
7 Inclusive environments	Physical, sensory, communication and digital access improve continuously.

School context and needs analysis

Worth is a small primary school organised through mixed-age classes. Its size is a strength: adults know pupils and families well, communication can be quick and relationships are close. It also creates constraints. Staff hold several roles, specialist capacity and protected time are limited, absence can destabilise provision, and interventions can remove a high proportion of a class. The strategy therefore emphasises prevention, shared routines, cross-training, careful timetabling and collaboration beyond the school.

Cohort indicator	September 2026 position	Strategic implication
Roll	71 pupils	Small changes affect percentages sharply; decisions use pupil-level evidence as well as headline data.
Pupils identified with SEN	34 pupils, 48%	Inclusive practice must be the core offer, not an add-on.
Education health and care plans	4 pupils, 6%	Statutory provision must be secure while whole-school capacity grows.
SEN support and other recorded need	30 pupils, 42%	Support should respond to need as it emerges, not depend on a label.
Disadvantaged pupils	30 pupils, 42%	Need and disadvantage overlap; plans and monitoring must avoid separate silos.
Key stage 2 profile	High concentrations of SEN and disadvantage in older cohorts	Catch-up must preserve access to age-appropriate curriculum and build independence.

Cohort indicator	September 2026 position	Strategic implication
Mixed-age classes	Four class groupings across Reception to Year 6	Teachers need precise curriculum sequencing, flexible grouping and manageable adaptations.

Data caution. Percentages in a small cohort can change markedly when one pupil joins, leaves or changes status. Leaders will report numbers and percentages, examine individual trajectories, protect confidentiality, and avoid attributing change to an activity without supporting evidence.

Baseline and review of the previous academic year

Measure	Previous year	Latest position	Interpretation for 2026 to 2027
Whole-school attendance	93.5%	95.5%	Improved; sustain rapid response and focus on pupil groups below the school rate.
Persistent absence	22.9%	8.8%	Strong improvement; individual cases remain significant in a small cohort.
Attendance of pupils with SEND	91%	94.8%	Improved but below whole-school attendance.
Attendance of disadvantaged pupils	91.2%	95.65%	Strong improvement
Early Years good level of development	30%	90%	A strong foundation to protect.
Phonics pass rate	91%	50%	Cohort 60% SEND: individual cases remain significant in a small cohort.
Key Stage 2 combined expected standard	14%	42.9%	Access to reading, maths and independent application remains a priority.
KS2 reading expected or above	71%	42.9%	Fluency, vocabulary and comprehension need systematic support.
KS2 writing expected or above	29%	85.7%	Significant strength, but transcription, language and independence remain barriers for some.
KS2 maths expected or above	57%	57.1%	Fluency, explicit modelling and cumulative practice require attention.

What worked. Attendance follow-up, family contact and pastoral support increased engagement. Strong Early Years outcomes, targeted help, visual and verbal supports, clear routines and joined-up pastoral and teaching work benefited pupils. Internal assessment also shows improved outcomes for vulnerable pupils in several areas.

What needs to improve. Adaptive teaching is not yet equally consistent across classes. Phonics, reading and maths outcomes remain weaker than intended; some pupils need stronger speech, language, regulation, sensory and fine-motor support. Interventions must connect more clearly to classroom learning, build independence and be evaluated for impact rather than activity.

How the review was reached. Leaders considered internal assessments, attendance, lesson and work evidence, pupil progress discussions, family conversations, review meetings, cohort information, provision

mapping and professional advice. This reflects the DfE expectation that barriers are identified from several sources and are not confined to pupils already on the SEN register.

Commonly occurring barriers to learning and participation

Ref	Barrier and how it presents	Evidence used
B1 Literacy numeracy and cognition	Gaps in phonics, reading fluency, vocabulary, comprehension, spelling, transcription, maths fluency, working memory and independent task completion.	Curriculum assessment; work; observation; pupil discussion
B2 Speech language and communication	Difficulty understanding language, retaining instructions, organising spoken ideas, learning vocabulary and participating in discussion.	Teacher assessment; language screening; specialist advice
B3 Regulation mental health and attendance	Anxiety, dysregulation, low confidence, withdrawal, school avoidance and difficulty sustaining routines or relationships.	Attendance; behaviour and pastoral records; pupil and family voice
B4 Sensory physical and access	Sensory overload, fine-motor or handwriting difficulty, posture, stamina and barriers in the physical or digital environment.	Accessibility walk; OT or specialist advice; observation
B5 Disadvantage and participation	Uneven attendance, readiness, prior knowledge, resources and access to clubs, trips, leadership and cultural experiences.	Cohort and participation data; family dialogue
B6 Transition and layered need	Mixed starting points and overlapping needs at entry, between classes and phases; increased curriculum and independence demands in older years.	Transition records; teacher and family information; pupil plans
B7 Small-school capacity	Limited specialist capacity, staff with multiple roles, fragile timetables and risk that numerous interventions fragment curriculum access.	Staff feedback; timetable and workload review; provision audit

Evidence informed model for provision

The EEF two-part model underpins this strategy. Universal approaches and adaptations or additional support are planned together, not treated as a ladder that pupils must climb. The test is whether support increases participation, thinking, curriculum access and independence. Simplifying work, over-scaffolding or constant adult proximity can hinder learning, so every adaptation and intervention will have an intended benefit, baseline, review date and exit or adjustment decision.

Our shared classroom repertoire

- Build positive relationships and predictable, calm routines; teach routines explicitly and repair relationships when difficulties occur.
- Use explicit instruction: activate prior knowledge, explain in small steps, model thinking, check understanding, provide guided practice and secure independent practice.
- Teach vocabulary and oral language deliberately through pre-teaching, visuals, examples, sentence stems, rehearsal and structured talk.
- Use scaffolds responsively, then fade them; avoid permanently reducing cognitive demand.
- Use flexible grouping for a clear learning purpose and review groups frequently; avoid fixed ability labels.

- Use technology, manipulatives, alternative recording and environmental adjustments where these remove a defined barrier.
- Give feedback that moves learning forward and teaches pupils to recognise quality and regulate their own learning.
- Deploy teaching assistants to supplement teaching, prompt independence and deliver structured interventions with training and teacher oversight.

Graduated response

Stage	Core question	Required practice
Assess	What is the barrier, when does it occur, and what can the pupil already do?	Triangulate assessment, observation and pupil or family insight; consider teaching, environment, attendance and wellbeing.
Plan	What precise change should help, and how will we know?	Name the strategy, adult, frequency, duration, baseline, success measure and review date; agree adjustments with the pupil and family where appropriate.
Do	Is support delivered as intended and connected to class learning?	Teacher retains responsibility; staff use agreed routines; intervention content is rehearsed and applied in lessons.
Review	Did participation, independence or learning improve?	Compare with baseline, consider fidelity and pupil experience, then continue, adapt, intensify or stop. Seek specialist advice when progress is insufficient.

Strategic activity and budget plan

The first year deliberately concentrates resources on seven connected activities. Costs are the school's planned contribution from the Inclusive Mainstream Fund and core funding, including the notional SEN budget. The school business manager will code expenditure so that leaders and governors can reconcile planned and actual spend.

Activity and tier	Barriers	DfE principles	Lead and timing	Delivery	Cost
A1 Inclusive teaching development Universal	B1 B2 B6 B7	1 2 3 6	Headteacher SENCO curriculum leads Autumn launch; coaching termly	CPD, planning clinics, rehearsal and coaching on explicit instruction, cognitive load, vocabulary, scaffolding, flexible grouping, feedback, independence and TA deployment.	£1,850
A2 Structured literacy and maths keep-up Targeted	B1 B6	2 3	Class teachers intervention lead Six to eight week cycles	Time-limited phonics, fluency, spelling, handwriting, composition and maths practice, aligned with the taught curriculum and reviewed from baseline.	£1,500
A3 Communication and language Universal and targeted	B1 B2 B6	2 3 6	SENCO teachers trained staff Daily routines; half-termly review	Oral rehearsal, explicit vocabulary, visuals, sentence stems, checking understanding and structured small-group language support.	£950
A4 Regulation belonging and attendance Universal and targeted	B3 B5	5 6	DSL pastoral lead attendance lead Daily routines; fortnightly attendance review	Predictable routines, check-ins, nurture, structured lunchtime offer, regulation plans, family contact and needs-aware attendance support.	£1,100

Activity and tier	Barriers	DfE principles	Lead and timing	Delivery	Cost
A5 Sensory physical and access Universal and targeted	B3 B4	3 7	SENCO premises lead teachers Accessibility walk each term	Movement and sensory routines, fine-motor and handwriting support, seating and visual adjustments, assistive tools and calm spaces.	£850
A6 Inclusive enrichment Universal	B3 B5	4 5	Enrichment lead class teachers Audit termly	Accessible clubs, trips, play and pupil leadership, including practical adjustments, staffing or resources for participation.	£900
A7 Transition family and specialist partnership Universal and targeted	B2 B3 B6 B7	1 6 7	Headteacher SENCO class teachers At transition points; review termly	Enhanced visits, one-page profiles, parent meetings, shared routines, professional liaison, cluster learning and specialist consultation.	£700

Total planned investment £7,850

Implementation plan for a small school

Phase	Actions	Evidence that implementation is on track
Explore and prepare September to October	Confirm cohort barriers and baselines; agree a small number of core teaching practices; map staff expertise and timetable; consult pupils and families; complete accessibility and participation audits; identify workload and capacity risks.	Baseline dashboard; agreed practice guide; named leads; budget codes; staff readiness and workload check.
Deliver November to February	Model and rehearse practices; provide coaching and planning clinics; begin time-limited interventions; standardise record keeping; protect SENCO and teacher review time; use cluster and specialist support.	Training attendance is insufficient alone: lesson evidence, planning, intervention fidelity and staff feedback show practices are being used.
Embed and improve March to May	Use pupil progress and attendance reviews to adapt provision; fade unnecessary scaffolds; address variation between classes; share effective examples; stop activities that show poor fit or fidelity.	Greater consistency; pupils use supports independently; intervention learning transfers to class work; emerging outcome movement.
Sustain and evaluate June to July	Evaluate outcomes and implementation separately; compare pupil groups and individual trajectories; consult pupils and families; reconcile spend; decide what to sustain, adapt or stop; prepare annual review.	Governor evaluation records impact, limitations, value and next steps; updated provision map and strategy priorities.

Small-school safeguards

- One core repertoire across all classes, with adaptations by phase, reduces training and planning burden.
- At least two adults understand every essential intervention or individual provision so continuity does not depend on one person.
- Intervention timetables protect access to the full curriculum and avoid repeatedly withdrawing pupils from the same subjects.
- Existing meeting cycles are used for review; new forms are introduced only where they improve decisions.
- Specialist advice, trust expertise and local school networks are used to gain capacity and challenge that cannot be held internally.
- Leaders monitor staff workload and wellbeing and sequence change so implementation remains feasible.

Outcomes and success measures

Outcome	Success measures	Review point
O1 Consistent inclusive teaching By July 2027, agreed universal practices are secure across mixed-age classes and pupils show greater independence.	At least 90% of monitored lessons show the agreed core practices; at least 80% of staff report improved confidence; at least 75% of pupils with cognition and learning targets make expected progress against them; pupil voice shows improved clarity and access.	Autumn baseline; termly monitoring; July evaluation
O2 Faster foundational progress Pupils receiving additional literacy, language or maths teaching make demonstrable gains and apply them in class.	At least 70% meet or exceed the progress goal set from baseline; at least 60% improve by one school assessment step in the targeted domain; teacher review confirms transfer to class learning and no avoidable curriculum loss.	Baseline and end of each six to eight week cycle
O3 Communication and participation Pupils understand classroom language and participate more confidently.	Agreed vocabulary and structured-talk routines are evident in at least 90% of classes; at least 80% of targeted pupils improve on taught-vocabulary checks; at least 75% increase participation against an agreed baseline.	Half-termly targeted review; termly whole-school check
O4 Belonging attendance and regulation Priority pupils are more settled, engaged and present.	SEND attendance improves from the 92.4% baseline and the gap to whole-school attendance narrows; persistent absence for pupils on targeted plans falls by at least five percentage points; at least 70% improve against engagement or regulation baselines.	Attendance fortnightly; plans half-termly; termly governors
O5 Access and independence Environmental and individual adjustments remove defined barriers without creating dependence.	At least 80% of classrooms meet agreed access checks; at least 70% of pupils in fine-motor support improve stamina or output; at least 75% of pupils with access arrangements use them effectively and increasingly independently.	Termly accessibility walk and pupil review
O6 Wider participation Disadvantaged pupils and pupils with SEND participate more fully in enrichment, leadership and transitions.	At least 75% of disadvantaged pupils access one wider opportunity; participation gaps are identified and reduced; at least 80% of planned priority transition or family meetings occur; pupil voice indicates increased belonging.	Participation audit termly; transition review after each move
O7 Sustainable implementation The strategy is delivered with fidelity, manageable workload and accountable spending.	All activities have named leads, baselines and review dates; governors review delivery and spend termly; staff feedback identifies manageable systems; essential provision continues during foreseeable absence.	Half-termly SLT; termly governors; annual evaluation

Measures are decision rules, not guarantees. If an outcome is not met, leaders will examine starting points, implementation fidelity, attendance, curriculum alignment and pupil experience before deciding whether to strengthen, adapt or stop the approach.

Monitoring evaluation and accountability

Cycle	Who	What is reviewed	Decision or record
Fortnightly	Attendance and pastoral leads	Absence, priority pupils, family contact, reintegration and safeguarding links.	Continue, intensify or adapt support; escalate where required.
Half-termly	Teachers SENCO intervention staff	Target progress, intervention fidelity, curriculum transfer, independence, wellbeing and pupil view.	Assess plan do review record; continue, fade, adapt, stop or seek advice.
Termly	Senior leaders and curriculum leads	Attainment, progress, attendance, participation, behaviour, implementation, accessibility and workload.	Inclusion dashboard and improvement actions.
Termly	Governing body	Delivery against strategy, group outcomes, statutory provision, risks, complaints or themes, spend and value.	Minutes record challenge, assurance and agreed action.
Annually	Headteacher SENCO governors and stakeholders	Outcomes, implementation, pupil and family experience, equality impact, expenditure and sustainability.	Published review and refreshed strategy.

Governance questions

- Are leaders addressing the barriers experienced by this cohort, rather than purchasing attractive but weakly matched programmes?
- Is high-quality teaching improving for pupils with additional needs, and is targeted support connected to it?
- What do pupils and families say about access, dignity, belonging and participation?
- Are statutory duties, reasonable adjustments and provision in plans delivered?
- What has changed for pupils, what evidence supports that judgement, and what will leaders do next?
- Is spending additional, proportionate, sustainable and clearly reconciled?

Roles and responsibilities

Role	Accountability
Governing body	Approve and challenge the strategy; assure statutory compliance, expenditure, equality, safeguarding and impact; receive termly reports.
Headteacher	Own the strategy; align budgets, improvement planning, workforce and curriculum; protect time; address implementation barriers.
SENCO	Coordinate the graduated approach; build staff expertise; oversee provision mapping, statutory plans, specialists and review quality.
Curriculum and subject leaders	Identify subject-specific barriers; support sequencing and adaptive teaching; examine the work and progress of pupils with additional needs.
Class teachers	Remain accountable for progress; plan universal teaching and adaptations; brief support staff; assess impact and work with families.
Teaching assistants and intervention staff	Use trained approaches, promote independence, record concise evidence and feed back to teachers.

Role	Accountability
Pastoral attendance and safeguarding staff	Connect belonging, wellbeing, attendance and safeguarding responses; ensure communication is timely and proportionate.
Pupils and families	Share strengths, barriers and experience; contribute to planning and review. Their views inform but do not transfer professional responsibility.

Equality safeguarding and statutory alignment

The strategy supports, and does not replace, duties under the Children and Families Act 2014, the SEND Code of Practice, the Equality Act 2010, statutory safeguarding guidance and attendance expectations. The school will use its best endeavours to secure special educational provision, deliver provision specified in education health and care plans, make reasonable adjustments, prevent discrimination and advance equality of opportunity. Safeguarding concerns always follow school procedures; inclusion does not mean tolerating unsafe practice or lowering protection for any pupil.

Information will be shared lawfully and only with those who need it. Published reporting will avoid identifying pupils in this small cohort. Where a percentage could disclose an individual or distort interpretation, governors may receive confidential pupil-level information while public reporting uses careful narrative.

DfE and EEF compliance map

Requirement or evidence principle	Where addressed
DfE published strategy including barriers, budgeted activities, intended outcomes and previous-year review	School context; baseline review; barriers; activity and budget plan; outcomes.
DfE seven principles and universal plus targeted provision	Seven principles; evidence-informed model; activity plan.
DfE five-step process: identify barriers, use evidence, develop, deliver and monitor, evaluate and sustain	Needs analysis; evidence model; implementation plan; monitoring and evaluation.
Cohort need understood through multiple sources, not diagnosis alone	Context; barriers; previous-year review; graduated response.
Fewer approaches implemented well, with high-quality adaptive teaching prioritised	Strategy at a glance; A1; implementation safeguards.
EEF two-part model: universal approaches plus adaptations and additional support	Evidence-informed model; graduated response; provision plan.
EEF adaptations help rather than hinder and are integrated with classroom learning	Classroom repertoire; intervention review and transfer measures.
EEF implementation: deliberate planning, ongoing professional learning, social support, fidelity and monitoring	Implementation plan; coaching; small-school safeguards; accountability.
EEF SEND guidance: strong teaching, accurate understanding of need, teacher responsibility, effective TA deployment and careful intervention selection	Classroom repertoire; roles; assess plan do review; activity plan.

Evidence base

Department for Education: [Developing an inclusion strategy using the inclusive mainstream fund](#)

Department for Education: [Inclusive mainstream fund best practice for schools](#)

Education Endowment Foundation: [Guide to Inclusive Teaching](#)

Education Endowment Foundation: [Special Educational Needs in Mainstream Schools](#)

Education Endowment Foundation: [A School's Guide to Implementation](#)

School evidence considered

- Whole-school cohort report for September 2026
- Internal assessment outcomes for 2025 to 2026
- Whole-school provision map 2026
- School evaluation framework evidence
- Attendance, pupil progress, pupil and family feedback, and professional review information