

Inclusion Strategy – Glasshouses 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 - 2029
Date this statement was published	July 2026
Date on which it will be reviewed	December 2026
Statement authorised by	

Statement of intent

At The Upper Nidderdale Primary Federation, our universal offer is built on high-quality teaching and whole-school policies and practices that enable our pupils that face barriers to learning to achieve and thrive.

Strategic decisions about inclusion, including how funding will be used, have been made considering the 7 principles of inclusion:

- 1. *Ambitious leadership and governance that embeds inclusion*** - strengthening systems for data collection and analysis to better understand the needs of pupils across our school:
 - Use of school assessment programmes (including the QA of these systems) to forensically analyse data to identify barriers to learning and plan to close gaps.
 - Securing specialist advice to support improvement of school policies and planning to consider the needs of children at the school
 - Participating in or forming local professional networks with other education providers to share resources, address professional development needs and access relevant specialist expertise
- 2. *Evidence-based support prioritising early intervention:***
 - Effective small-group and one-to-one interventions to remove ongoing barriers to learning, implemented with fidelity and evaluated carefully for impact.

- Flexible grouping of pupils to scaffold learning, deepen understanding or pre-teach concepts (such as vocabulary) or provide additional opportunities to practice and apply knowledge
- Deploying teaching assistants in line with best practice to help pupils with additional needs develop independent learning skills

3. High quality adaptive teaching with curriculum designed for all learners:

As a federation, we believe that high-quality teaching is the most important lever for improving outcomes for all pupils in mainstream schools, particularly those with SEND. We use research, policies and CPD to continue to strengthen the quality of teaching in our schools, utilising evidence-based strategies which can be adapted to meet a range of needs and increase participation.

- Training and cover costs for strengthening approaches to high quality, adaptive teaching - for example, flexible grouping, strategies, scaffolding and using technology to support pupils with SEND
- Training costs to enable staff to be trained to – and then deliver – evidence-based interventions
- Evidence-based professional development that is explicitly focused on improving classroom teaching
- Adapting the curriculum to the needs of children, including different levels of prior knowledge and potential barriers to learning

4. Enriching provision beyond the classroom that all children can access:

At The Upper Nidderdale Primary Federation, we believe that all pupils should have the opportunity to participate and enjoy school life, including taking part in enrichment activities, attending trips and after-school clubs. We will continually seek to remove barriers to engagement and participation, and will use funding and staff to embed the following:

- Delivering activities and wider opportunities for pupils to build life skills and independence, and participate in the creative arts or sports
- Delivering extra-curricular activities to engage pupils and increase participation in school-life.
- Funding for staffing, equipment or other accommodations that address practical barriers to participation that exceed that which would be considered reasonable adjustments

5. A safe and respectful culture fostering belonging, attendance, and participation in learning:

At The Upper Nidderdale Primary Federation, we believe that all pupils should feel safe, respected and develop a sense of belonging to ensure engagement and improved behaviour and attendance outcomes. We will devote staff time and funding to:

- Further developing staff understanding of our coherent whole-school approach to managing behaviour, including any adaptations with a view to addressing challenging behaviour, disengagement, withdrawal and bullying
- Continuing to clearly explain the rationale for behaviour expectations and procedures to all staff, pupils and families, and authentically consulting with the school community at review points
- The development of quiet spaces to be used at lunchtimes or breaktimes for pupils who need them, as well as a range of structured activities
- implementation of attendance interventions that consider the needs of pupils with SEND

6. *Strong partnerships with families and wider services*

We are committed to:

- Developing a SEND parent-carer forum to gain insights into the perspectives of families on inclusive practice
- Delivering informal sessions or information evenings to parents of children with additional needs, particularly around key transition points
- Inviting carefully selected external agencies and specialists to lead workshops for parents, underpinned by evidence and best practice
- Developing guidance for parents and carers, including signposting wider services for support or supporting learning at home

7. *inclusive environments with continuous improvements to accessibility*

We believe that the removal of all barriers to learning and participation for all is key to creating an inclusive environment. As part of our inclusive approach, classrooms are designed to support learning, minimise distraction, and meet a range of sensory and regulatory needs. All spaces in school are designed to be accessible to aid learning, development and regulation, in a way that supports a range of common and predictable needs. This includes:

- Creating visual supports, such as timetables and communication aids
- Improving classrooms, corridors and other high traffic spaces to meet a range of sensory needs, such as improving acoustics, lighting, temperature and removing visual clutter and distractions
- Continuing our rigorous induction process for new pupils and transitions into year groups, with phased transitions for those who need them

- Improving or adapting carefully selected technology to support a range of needs

Targeted Provision

For our pupils whose needs cannot be met through the universal offer alone, targeted support is provided to enable them to achieve and thrive. This includes small group interventions to remove ongoing barriers to learning, such as interventions to develop language skills, or pre-teaching vocabulary to help them access the curriculum without formal assessment or statutory process.

This includes:

- CPD for leaders and teachers to support the deployment of effective, early targeted smaller-group interventions for pupils who need it most
- training on how to deliver evidence-based practices to guide staff ability to respond to learning and development needs as they emerge
- teaching assistant training, time and resources to support delivery of programmes such as:
 - the Nuffield Early Language Intervention Programme (NELI) which targets reception-aged children who need extra support with speech and language development
- resources, training and specialist expertise to aid preparation for and delivery of inclusion bases
- staff time to consult with specialist provision to support the design and implementation of targeted strategies
- evaluation and data collection on the impact of targeted interventions

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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	<p>Emotional Barriers – As a federation, we have found that SEMH needs as a barrier to learning have increased in complexity over the last 5 – 6 years.</p> <p>In our experience, these needs manifest themselves as disruptive or withdrawn behaviour that impact on learning.</p> <p>Anxiety and low self-esteem have impacted motivation and engagement with learning.</p>
2	<p>Cognitive Barriers - Cognitive barriers, including concentration and memory difficulties mean that some pupils have difficulties processing information and linking previous learning to new learning. Common cognitive barriers observed across the federation include misconceptions, gaps in learning and lack of motivation. Some of these categories are related to specific learning barriers, such as dyslexia, dyscalculia or ADHD, whereas others are connected more to general cognitive learning barriers.</p>

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 <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
<p>1. Barrier 1 – Emotional Barriers Whole school Thrive approach</p>	<p>Universal</p>	<p>£3000 per year – staff CPD and resources</p>
<p>2. Barrier 1 – Emotional Barriers SEMH interventions that focus on gaps/issues that have been identified by the SPOT analysis carried out on pupils where SEMH needs have been identified.</p>	<p>Targeted</p>	<p>Staff training, resources and delivery time for interventions - £1000</p>
<p>3. Barrier 1 (Emotional Barriers) and Barrier 2 – (Cognitive Barriers) Use of Learning Support Leaders in class – based on EEF 2025 evidence - Best use of TAs</p> <p>Pre-teach upcoming content or lead retrieval tasks with small groups - directed by class teacher</p> <p>Provide 'same-day' targeted support to address misconceptions in preparation for future teaching – directed by class teacher</p> <p>Support pupils to consider their knowledge of the task they're doing, the strategies they should use and the personal qualities they need to show</p> <p>Model correct use of visual, verbal or written scaffolds that support pupils' independence ^[SEP] (e.g., a number line or vocabulary list), including through creating 'live scaffolds' ^[SEP] (e.g., key words on a mini-whiteboard)</p> <p>Repeat key learning points and important vocabulary, to emphasise what needs to be learned</p>	<p>Universal</p>	<p>£4000 per year – staff CPD and delivery of interventions</p>
<p>4. Barrier 2 – Cognitive Barriers - Gaps in Maths foundational knowledge have been identified as a barrier to learning – particularly in KS2</p> <p>Third Space Learning - 1:1 Maths tuition (with areas to develop identified by teachers from assessment)</p>	<p>Universal</p>	<p>£2000 per year</p>

<p>5. Barrier 2 – Cognitive Barriers – Gaps in literacy skills</p> <p>Targeted interventions – Evidence based - Catch Up Little Wandle Phonics, Fast Forward Spelling, Speed Up Handwriting</p>	Targeted	£2000 per year – staff CPD and delivery of interventions
<p>6. Barrier 2 – Cognitive Barriers – To support children with speech, language and communication needs</p> <p>The Nuffield Early Language Intervention Programme (NELI) which targets reception-aged children who need extra support with speech and language development</p>	Targeted	£500 for resources and staff CPD

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. Thrive Approach	<ul style="list-style-type: none"> ➤ Pupil voice will show greater sense of belonging ➤ Consistent approaches to pupil interactions ➤ Increase in wellbeing scores
2. SEMH interventions	<ul style="list-style-type: none"> ➤ Increase in wellbeing scores SPOT – at least 20% over the year ➤
3. LSL support in the classroom – targeted support and ‘in the moment’ adaptations	<ul style="list-style-type: none"> ➤ Assessment data will show progress from starting points ➤ Gaps in learning will be closed quickly (in books) ➤ Quality assurance will show that LSLs are being used effectively and are having an impact on pupil outcomes
4. Third Space Learning Maths Intervention	<ul style="list-style-type: none"> ➤ Improved Maths results – at least 1 standard (PKS) a year ➤ Insight data will show that small gaps in learning are being addressed

	<ul style="list-style-type: none"> ➤ Improved MTC and SATS results – in line with national or better
5. Targeted Literacy Interventions	<ul style="list-style-type: none"> ➤ Improved Reading and Writing results – measurable impact – in line or better than national ➤ Insight data will show that small gaps in learning are being addressed ➤ Book Looks and Pupil voice will show increased knowledge and confidence ➤ Improved Phonics and SATS results – in line with national or better.
6. NELI interventions	<ul style="list-style-type: none"> ➤ Measurable progress in oral language skills

Review of the previous academic year

From year two, we will outline the progress we have made towards your intended outcomes during the previous academic year and explain how this was assessed. We will note the impact that our strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This will include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

We will critically review what aspects of our strategy worked well / did not have the intended impact and explain how this has informed the drafting of this year's strategy.

To support this, will use:

- *Data from the previous academic year's national assessments and qualifications, once published*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.*