Inclusion Strategy – Beckers Green 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 to 2027
Date this statement was published	November 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Claire Smyth - Headteacher

Statement of intent

At Beckers Green Primary School, we are committed to creating an inclusive community where every child is welcomed, valued and supported to thrive. We have high aspirations for all pupils, including those with Special Educational Needs and Disabilities (SEND), and work collaboratively with families and external professionals to remove barriers to learning, participation and achievement. We are committed to working in partnership with children, families and professionals through a co-produced approach to planning, reviewing and evaluating support. Our aim is for every child to feel a strong sense of belonging, participate fully in school life, achieve their potential, and be well prepared for the next stage of education and life beyond school.

This strategy supports that aim through a strong universal offer alongside timely, evidence-informed interventions. We deploy our resources according to identified need to strengthen inclusive teaching, promote wellbeing and belonging, and identify and address barriers to learning and participation at the earliest opportunity. The majority of our funding is spent on placing additional, trained staff into our classrooms. This allows us to follow the evidence base from the EEF on delivering small group tuition and sits in line with our disadvantaged strategy.

As an Essex school, our strategy is aligned to the six pillars of the Essex Inclusion Strategy: *Relationships, Wellbeing, Attending, Participating, Achieving* and *Moving On*. Activities within this strategy are linked to the relevant pillar(s), enabling our school improvement work to sit alongside the county-wide vision of Equity and Excellence for All. Our shared ambition is that every child feels safe, valued and knows they belong.

In developing this strategy, we have considered the seven principles of inclusion and engaged with staff, pupils, families and the wider school community. Our priorities are informed by classroom observations, stakeholder voice, and analysis of SEND, attendance, behaviour and attainment data. The strategy will remain under review to ensure it responds to the changing needs of our pupils.

The strategy is led by the SENCO/Deputy Headteacher and will be monitored termly and reviewed annually. Evaluation will involve the Headteacher, Pastoral Support Manager, SENCO Assistant and SEND Governor, with progress reported termly to the Resources Committee.

Context

Beckers Green Primary School serves a community with levels of additional need that are significantly higher than those seen nationally. 26% of pupils are identified as having additional needs, compared with 21% nationally. In addition, 10% of pupils receive high-needs support through an Education, Health and Care

Plan (EHCP) or Essex high-needs funding pathways (IPRA), compared with approximately 4% nationally with an EHCP. The proportion of disadvantaged pupils at Beckers Green is 32%, which is also above the national average.

This profile reflects the complex and diverse needs within our school community and shapes our approach to inclusion. We recognise that educational outcomes can be influenced by a range of factors, including learning needs, communication difficulties, social, emotional and mental health needs, attendance challenges and financial disadvantage.

Our inclusion strategy is therefore designed to ensure that all pupils, regardless of need or circumstance, can access high-quality teaching, receive timely support, participate fully in school life and achieve their potential. Through a strong universal offer, targeted intervention and close partnership with families and external agencies, we aim to remove barriers to learning and create a culture where every child feels safe, valued and a genuine sense of belonging.

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	Speech, language and communication needs
2	English as an additional language
3	Attention, focus and executive function
4	Social, emotional and mental health needs, including anxiety and low mood *(our leading priority this year)*
5	Experience of trauma or attachment-related needs
6	Sensory processing and self-regulation needs
7	Low starting points on entry to EYFS for fine and gross motor skills
8	Persistent or severe absence
9	Barriers to taking part in enrichment, trips and clubs
10	Low parent and carer engagement

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 systems for collecting and analysing data to better understand needs across the school. More detailed tracking implemented to triangulate attainment, attention and enrichment and to ensure barriers are being addressed effectively. Weekly meetings with Attendance Officer to take actions linked to Headteacher attendance tracker. High priority to previous persistent absentees and current. Addresses barrier(s): 3, 8, 9 **Essex pillar: Achieving**	Universal	£0
Secure specialist advice to improve school policies and planning around pupils' needs. Increased Outreach work with specialist providers. Engagement of Senior leadership on courses addressing disadvantage and specific needs, such as undertaking the Advanced Autism Practitioner module. Addresses barrier(s): 1, 4, 6, 8 **Essex pillar: Achieving**	Targeted	£0
Join or form local professional networks with other schools to share resources and expertise. School runs local EAL network and senior leaders work with local partnerships and Trust colleagues to share good practice. Senior leaders are part of local and trust networks for subject-specific study and wider initiatives. Ongoing engagement with Essex Speech and Language Service, HCRG Care Group, Provide, Essex Outreach and SEND Operations/Essex LA SEND personnel. Addresses barrier(s): 2 **Essex pillar: Relationships**	Targeted	£0

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)
Review and strengthen policies to embed high expectations for all children, particularly those with SEND. Renewed focus on early identification of Speech and language needs ensuring policies and procedures are robust. Trauma Perceptive Practice is embedded across setting and in Behaviour Management policy. PRICE training refreshed annually and disseminated to relevant staff. Renewed focus on foundational skills across the curriculum. Provision of Outdoor Learning (1 hour a week for all children) to support attention, self-regulation and development of gross motor skills. Identification of poor reading and number fluency, fine motor control and attention has systematically become more robust with new assessments to identify and address gaps. Adaptation of EYFS PE curriculum to include core strength, shoulder mobility and body awareness. Addresses barrier(s): 1, 3, 5, 7 **Essex pillar: Achieving**	Universal	£800
Deliver effective small group and one to one interventions, evaluated carefully for impact. Support staff allocated to every class to ensure needs of all pupils are met, including those with SEND. Suite of evidence-based interventions in place which are reviewed for impact in line with Essex recommended assessments where possible. Regular training and sharing of good practice in place. Continued employment of support staff in specialist roles – Speech and Language, EAL support and SEMH support. Addresses barrier(s): 1, 2, 3, 4, 5, 6, 7 **Essex pillar: Achieving**	Targeted	£1370 + 25% support staff: £158,482
Use flexible grouping to scaffold learning, deepen understanding or pre-teach vocabulary. Flexible grouping using Walkthrus has been main focus of CPD related to pedagogy this year following internal monitoring. This training has been delivered to teaching staff and support staff to ensure consistency of approach. Addresses barrier(s): 3, 4 **Essex pillar: Achieving**	Universal	£2370

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)
Deploy teaching assistants in line with best practice to build pupils' independent learning skills. Addresses barrier(s): 1, 3, 4, 5, 6, 7 **Essex pillar: Achieving**	Targeted	25% support staff: £158,482
Identify needs early and put targeted support in place as soon as they emerge, without waiting for formal assessment. Engage with nursery settings to improve transitions and identify needs as early as possible. Support staff in every class and Ordinarily Available offer allows need to be supported without formal diagnosis. Ongoing investment in relevant screening tool ie.) GL ready and Wellcomm. Addresses barrier(s): 1, 2, 3, 4, 5, 7 **Essex pillar: Achieving**	Targeted	£23743 + £451
Continue to improve Ordinarily Available offer across the school Whole trust training focus termly highlighting SEMH, Communication and interaction and cognition and learning – sharing best practice in Ordinarily Available. Creation of visuals to communicate to staff and parents high quality provision available universally across the school regardless of diagnosis. Addresses barrier(s) :1, 2, 3, 4, 5, 6, 7 **Essex pillar: Achieving**	Universal	£10890 + 25% support staff: £158,482
Fund training and cover to strengthen adaptive teaching, including scaffolding and assistive technology Investment in a number of strategies to support children in class including school wide use of Clicker. Training for all staff on Clicker use. Addresses barrier(s): 1, 3, 6, 7 **Essex pillar: Achieving**	Targeted	£0

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)
Train staff to deliver evidence-based interventions Interventions in place such as Bucket time, Herts for Learning Fluency intervention, Little Wandle Keep up and Catch up and Mastering number. Assessments for impact are conducted regularly by class teachers and overseen by the inclusion team. Training for teachers on oracy, Metacognition and Co-operative learning are ongoing. Addresses barrier(s): 1, 3, 4, 5, 6 **Essex pillar: Achieving**	Targeted	25% support staff: £158,482
Use the EEF Teaching and Learning Toolkit to plan teaching and learning adaptations and approaches School has introduced Outdoor Learning for all following last year's school wide Research Project in line with EEF findings. As stated previously – Oracy initiative, Metacognition, five part lesson and focus on Co-operative learning forms key part of Beckers Green pedagogy. Addresses barrier(s): 3, 4, 8, 9 **Essex pillar: Achieving**	Universal	£0
Deliver activities that build life skills, independence, creative arts or sport All extra-curricular clubs at Beckers Green are free of charge. Free after school club for siblings also offered to improve attendance of targeted children. Employment of specialist music teacher to teach all classes from year 1-6. Outdoor Learning offer Addresses barrier(s): 9 **Essex pillar: Achieving**	Universal	£21853
Develop and train staff to deliver a coherent whole-school approach to behaviour Whole staff trained previously in Trauma Perceptive Practice in line with therapeutic behaviour management. Recap training sessions planned throughout the year to refresh and catch up new staff. Parent forum established to develop parental understanding and gain feedback on key school strategies and provisions. Addresses barrier(s): 4, 5 **Essex pillar: Relationships**	Universal	£0

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)
Develop quiet spaces and structured activities for breaktimes and lunchtimes Playleader training annually to ensure range of inclusive activities arranged every lunchtime. Alternative spaces are routinely offered as supportive alternative to the playground. Addresses barrier(s): 4, 6 **Essex pillar: Participating and Wellbeing**	Universal	£0
Deliver information evenings for parents of children with additional needs, especially around transitions Close links with feeder secondary school. Parent sessions delivered on a range of topics such as SATS, phonics (Little Wandle), Spelling scheme and Outdoor Learning offer Addresses barrier(s): 10 **Essex pillar: Moving On**	Targeted	£0
Invite external specialists to lead evidence-informed workshops for parents Following on from PINS project run last year this year school has developed links with Essex Family Wellbeing service who deliver workshops in school on a range of topics highlighted by the school's inclusion team. Addresses barrier(s): 10 **Essex pillar: Relationships**	Targeted	£0
Develop guidance for parents and carers, signposting wider services and supporting learning at home School has created its own Directory of Local services covering a wide range of topics – available on website. During One Plan meetings or other meetings with parents staff often signpost to such services. Services continue to be added. Parents invited to attend learning sessions throughout the year Addresses barrier(s): 10 **Essex pillar: Relationships and Achieving**	Targeted	£0

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)
Create visual supports such as timetables and communication aids Under the school's high quality Ordinarily Available offer visual supports and scaffolds are universally offered. Widget purchased to support staff creation of visuals and a consistent approach. Addresses barrier(s): 3, 6 **Essex pillar: Achieving**	Universal	£0
Improve classrooms and busy spaces to meet sensory needs, including acoustics, lighting and reducing clutter A sensory audit conducted by HCRG last year across the school - good practice was highlighted and staff ensure this is maintained Addresses barrier(s): 6 **Essex pillar: Achieving**	Universal	£0
Improve or adapt assistive technology to support a range of needs Clicker purchased along with laptops and iPads to be used universally across the school to remove a range of barriers to writing Addresses barrier(s): 7 **Essex pillar: Achieving**	Targeted	£3000
Continue to ensure that children with a wide range of needs feel celebrated, valued and included. Continue to embed learning from Bronze Multi Schools Council Award and work towards achieving Silver Award School works with Multi Schools Ambassador who attends school. Good practice seekers training booked for this year – (has been completed previously). Multi Schools Council run assemblies to support children's understanding of SEND. Whole-school training on allergy awareness. Pupil voice activities are used regularly to evaluate provision and ensure that children influence decisions about support and school improvement. Addresses barrier(s): 4, 6 and 9 Essex pillar: Relationships		£0

Add or delete rows as needed.

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
Improved attendance and reduced persistent absence, particularly for pupils with SEND	Attendance data shows a measurable rise in attendance and a fall in persistent absence for pupils with SEND, reviewed termly. Attendance will meet or exceed the Department for Education attendance benchmark and persistent absence for pupils with SEND will reduce year-on-year.
A stronger sense of belonging and wellbeing across the cohort	Pupil voice and wellbeing surveys show an increase in pupils reporting they feel they belong and are supported. Children have increased understanding of a range of needs and show empathy.
Improved engagement and participation in lessons and wider school life	Increased participation in enrichment, trips and clubs, with engagement tracked through registers. Lesson observations demonstrate high levels of engagement and scaffolds to support access for all to curriculum. Observations demonstrate strong Ordinarily Available offer across the school.
Improved behaviour and reduced suspensions	Behaviour records and suspension data show a reduction in incidents and exclusions, particularly for pupils with SEND.
Greater staff confidence and consistency in inclusive, adaptive teaching	Staff surveys and learning walks show increased confidence and more consistent use of inclusive, adaptive teaching strategies.
Earlier identification of needs, and earlier support	Needs are identified in a timely manner with effective support in place as soon as possible
Stronger engagement and partnership with families	Higher attendance at review meetings and family events, with positive feedback gathered from parents and carers. Parent forum attendance remains stable. Results of annual parent survey demonstrate positive views of school.
Fewer barriers to accessing enrichment, trips and clubs	Participation registers show increased uptake of enrichment activities among pupils with additional needs and SEND.

Review of the previous academic year

This is our first inclusion strategy under the inclusive mainstream fund, so there is no previous academic year to review. We will assess the impact of this strategy at the end of the year, drawing on assessment data, attendance, engagement and pupil and family feedback, and use what we learn to shape next year's strategy.

Further information (optional)

ESSEX ANNEX · ESSEX INCLUSION STRATEGY, EQUITY AND EXCELLENCE FOR ALL

Our strategy and the Essex Inclusion Strategy

As an Essex school, we have signposted the activities in this strategy to the six pillars of the Essex Inclusion Strategy. Where an activity contributes to two pillars it is shown under both. This annex sets out that alignment so our governors, our school cluster and the local authority can read our statutory strategy alongside the county-wide one. Our shared ambition: every child feels safe, valued and knows that they belong.

Child and family centred	Partnership and co-production	Evidence and outcomes focused	Consistent, equitable and sustainable
Support shaped around children and families, not systems.	Built with pupils, families and our cluster.	Each activity links to a success measure.	The same quality of support for every child, every year.

ESSEX PILLAR 1 · RELATIONSHIPS

Positive, mutually respectful relationships that support the inclusion of every pupil

What our audit and voices told us	How this strategy responds
Parents engage well in One Plan meetings – currently 89% attendance. Attendance at other workshops related to providing support in/out school are less well attended.	Barrier 10, addressed through: ● Join or form local professional networks with other schools to share resources and expertise ● Develop and train staff to deliver a coherent whole-school approach to behaviour ● Clearly explain the rationale for behaviour expectations to staff, pupils and families ● Invite external specialists to lead evidence-informed workshops for parents ● Develop guidance for parents and carers, signposting wider services and supporting learning at home ● Reintroduction of parent forum to share key practices within school ● Development of school own directory of services

Essex outcome under this pillar: Positive, mutually respectful relationships underpin and support the inclusion of all pupils (supported by our intended outcomes).

ESSEX PILLAR 2 · WELLBEING

The wellbeing of every member of the school community is well supported

What our audit and voices told us	How this strategy responds
	Barriers 4, 5 and 6, addressed through: ● Develop quiet spaces and structured activities for breaktimes and lunchtimes ● Continued update training on TPP behaviour approach ● Outdoor Learning for all ● Continued mentoring ● Work with Multi Schools council ● Employment of SEMH support assistant ● Playleader training

Essex outcome under this pillar: The wellbeing of all members of school communities is well-supported (supported by our intended outcomes).

ESSEX PILLAR 3 · ATTENDING

Every pupil enjoying school and attending well

What our audit and voices told us	How this strategy responds
Attendance was a major concern last year – both overall attendance and persistent absenteeism above national levels. Our child wellbeing survey however demonstrated that vast majority of children felt safe at school and enjoyed their time here.	Barrier 8, addressed through: • Increased monitoring and triangulation of data • Outdoor Learning offer • Increased monitoring of attendance for children with additional needs, with specific support offered where appropriate • Continued monitoring of children accessing a reduced timetable, which is regularly reviewed and only implemented as a last resort • Engagement with a wide range of external professionals and services to ensure that support is appropriate and available

Essex outcome under this pillar: All pupils enjoy school and have high levels of attendance (supported by our intended outcomes).

ESSEX PILLAR 4 · PARTICIPATING

Every pupil able and eager to take part in all aspects of school life

What our audit and voices told us	How this strategy responds
Children vocalised that having access to alternative spaces at lunchtime is important to them. Non-disadvantaged children increasingly engaging in extra-curricular activities last year.	Barrier 9, addressed through: • Run a wider range of extra-curricular activities free of charge to engage pupils and increase participation in school life • Develop quiet spaces and structured activities for breaktimes and lunchtimes

Essex outcome under this pillar: All pupils are empowered and eager to participate in all aspects of school life (supported by our intended outcomes).

ESSEX PILLAR 5 · ACHIEVING

An equitable, high-quality curriculum that supports every pupil to achieve well

What our audit and voices told us	How this strategy responds
KS2 outcomes last year showed above national data for reading and maths, with a cohort that was 55% disadvantaged and 27% SEND. Writing attainment continued to improve, although this was below national. Attainment for greater depth writers was above national. EYFS GLD was slightly below national but continued to show improving outcomes over the past few years. MTC attainment was significantly improved and above national data.	Barriers 1, 2, 3 and 7, addressed through: ● Strengthen systems for collecting and analysing data to better understand needs across the school ● Secure specialist advice to improve school policies and planning around pupils' needs ● Review and strengthen policies to embed high expectations for all children, particularly those with SEND ● Deliver effective small group and one to one interventions, evaluated carefully for impact ● Use flexible grouping to scaffold learning, deepen understanding or pre-teach vocabulary ● Deploy teaching assistants in line with best practice to build pupils' independent learning skills ● Identify needs early and put targeted support in place as soon as they emerge, without waiting for formal assessment ● Fund training and cover to strengthen adaptive teaching, including scaffolding and assistive technology ● Train staff to deliver evidence-based interventions ● Use the EEF Teaching and Learning Toolkit to plan teaching and learning adaptations ● Deliver activities that build life skills, independence, creative arts or sport ● Develop guidance for parents and carers, signposting wider services and supporting learning at home ● Create visual supports such as timetables and communication aids ● Improve classrooms and busy spaces to meet sensory needs, including acoustics, lighting and reducing clutter ● Improve or adapt assistive technology to support a range of needs

Essex outcome under this pillar: An equitable, high-quality curriculum supports all pupils to achieve well (supported by our intended outcomes).

ESSEX PILLAR 6 · MOVING ON

Every pupil well supported to move on to the right next step

What our audit and voices told us	How this strategy responds
Parents of children with additional needs felt supported to make appropriate choices for ongoing next steps. Attendance at information events was low, including parental engagement in the EPINS project – Essex Family Forum.	● Deliver information events for parents of children with additional needs, especially around transitions. ● Support parents with applications for school places and external support.

Essex outcome under this pillar: All pupils are well-supported to move on to appropriate next steps.

Our leading priority this year: Social, emotional and mental health needs, including anxiety and low mood.

With our school cluster	With Experts at Hand	With children and families
Through cluster working we help to identify shared pressures across the locality, offer peer challenge and share effective inclusive practice between settings.	Where a child needs more than we can provide alone, this strategy is our evidence base for timely, needs-led requests, so specialist advice builds our staff's skills and confidence.	Developed with our pupils and families, whose voice tells us whether children feel safe, valued and that they belong.

Supporting more children, earlier and closer to home. Working together for an inclusive, equitable and thriving Essex.