Inclusion Strategy – Grove School - 2026-2027

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 2027-2028
Date this statement was published	1.12.2026
Date on which it will be reviewed	Annually in the autumn term
Statement authorised by	Head Teacher and Chair of the Governing Body

Statement of intent

At Grove School, inclusion is at the heart of everything we do. We believe that every child is known, belongs, is valued and can succeed. We are committed to creating a school where all pupils, regardless of their starting points, needs, background, circumstances or abilities, feel safe, respected and able to achieve their full potential.

We recognise that every pupil is unique. Our inclusive approach ensures that barriers to learning, participation and attendance are identified early and removed wherever possible. Through high expectations, strong relationships and ambitious teaching, we enable all pupils to access a broad and enriching curriculum designed by leaders based on the needs and context of the school community so that all pupils participate fully in school life.

Inclusion is a collective responsibility. Every adult within our school community plays a vital role in ensuring that pupils feel welcomed, supported and empowered to thrive both academically and personally.

Our approach to inclusion is guided by the following principles:

Belonging

Every child has the right to feel that they belong within our school community. We celebrate diversity and promote an environment where differences are respected, valued and understood.

High expectations for all

We are ambitious for every pupil. Inclusion at Grove School means providing the support, adaptations and opportunities needed for all pupils to achieve success.

Equity and accessibility

We recognise that some pupils require different levels of support to access learning and school life. We are committed to removing barriers and ensuring equitable access to education, enrichment opportunities and wider experiences.

Early identification and intervention

We identify barriers to learning, wellbeing and attendance as early as possible and respond promptly with appropriate support through a graduated and evidence-informed approach.

Relationships and wellbeing

Positive relationships underpin successful inclusion. We prioritise pupils' emotional wellbeing, personal development and sense of safety so that they are ready to learn and flourish.

Partnership, co production and collaboration

Inclusion is strengthened through well established and highly effective collaboration between pupils, families, staff, governors and external professionals.

Continuous improvement

We actively reflect on our practice, listen to stakeholder feedback and use evidence-informed approaches to continually improve inclusive provision across the school.

Inclusion Strategy Methodology

Our inclusion strategy has been developed collaboratively with staff, governors and pupils. All teaching staff and governors, including parent governors, were consulted, and pupil conversations were used to ensure that children’s views and experiences informed the strategy. We reviewed cohort-level data and evidence, including learning walks, EYFS baseline information, phonics and reading outcomes, attendance data, pupil progress meetings, pupil book looks, work with external consultants, the Pupil Premium Strategy and our school equality objectives. Our

findings were used to identify school-wide strengths, patterns of need and barriers to learning and participation, informing the priorities and actions set out in this strategy.

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	Attendance and persistent absence remain barriers to learning for identified groups of pupils. Attendance is lower than that of similar schools for pupils eligible for free school meals, pupils receiving SEND support and pupils in the current Year 2 cohort. Persistent absence is also higher than in similar schools. Family feedback indicates that difficulties with morning routines can create additional barriers to regular and punctual attendance. For some families, wider challenges, including housing insecurity and living in temporary accommodation, can also affect the consistency of attendance.
2	Some pupils across reception, Key Stage 1 and lower Key Stage 2 require additional support to develop oral language, vocabulary, attention, listening and communication. This reflects the school's context, including very high levels of SEND, EAL and socioeconomic disadvantage compared with national averages. The group includes pupils with identified or emerging speech, language and communication needs; pupils at an early stage of English acquisition; and newly arrived pupils who have had limited, interrupted or no previous formal education in England or their home countries. Assessment and classroom evidence show that, although pupils may complete tasks with support, some find it difficult to understand and use vocabulary, follow multi-step instructions, sustain attention, explain their thinking, retell events and participate confidently in partner or whole-class discussion.
3	At Grove, adaptive teaching is evident across the school; however, there is an opportunity to build on this strong foundation by further refining the precision and consistency of these approaches across classes to ensure equity for all groups of learners.

4	Many disadvantaged pupils do not access a wide range of learning opportunities beyond school experiences to enhance their knowledge in the wider curriculum and beyond. Reading with the lowest 20% of readers tells us that a significant number of disadvantaged pupils do not have access to a wide range of books at home and, in some cases, reading at home is not seen as a priority or parents lack confidence and knowledge in how to help with reading at home.

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.

IMF = £26,250

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)*
Linked to barriers 2 and 3 **Outcome 1: Consistent access to inclusive, high-quality teaching** Teacher CPDL will include open lessons. Teachers observe other teachers teaching maths, writing and foundation subjects. This is a termly programme for each teacher. At the end of a lesson teachers meet to evaluate what they saw, ask questions of the lead teacher and use a reflective written exercise to think about what they will change, keep the same, do differently as a result of the CPDL. Evidence source: learning walks, monitoring records, pupil voice, staff survey	Universal	Inclusion mainstream fund £9000 - cover costs KS 1 and KS 2 x 12 teachers x 3 times a year £2250 EYFS x 3 teachers x 3 times a year Total = £11,250

Link to barriers 2, 3 and 4 **Outcome 2: Improved communication, language and classroom participation** As a Voice 21 school we will release the DHT for English and the Voice 21 teacher champion to attend conferences and training. This training will be disseminated to staff through whole school CPDL. The leaders for oracy/Voice 21 development will team teach with all teachers to support teacher understanding of new strategies and ensure the implementation of these. The leaders for Voice 21 will monitor impact of implementation through learning walks. Evidence source: learning walks, monitoring records, pupil voice, staff survey	Universal and targeted	Inclusion mainstream fund Cover costs to attend CPDL = £ 1,500 Cover costs to team teach= £2,500 Cover costs for learning walks= £ 1000 Total cost= £5,000
Link to barriers 1, 2, 4 **Outcome 3: Improved attendance so that attendance by July 2028 meets the DfE attendance baseline improvement expectation of 95%.** Resource the Sunshine Room in lower school to offer an area for pupils who arrive at school late or have missed days from school the opportunity to regulate, talk to a trusted adult and take part in social skills activities prior returning to class or at points of the day when they need this support. This will help raise	Universal and targeted	Inclusion mainstream fund Resource costs £2000

attendance for EHCP and SEN Support pupils. Evidence source: behaviour records for target pupils, attendance improves, staff survey, parental feedback, pupil voice on belonging		
4. Linked to barrier 1, 2, 3 and 4 **Outcome 4: Equitable participation in wider school life** Leaders will complete an audit of participation in after school clubs (autumn 1 and 2) educational visits (autumn 1 and 2) and residential visits (y4,5 and 6 in 2025-2026). Leaders will consider how we can include more pupils in these wider experiences and ensure there additional funds committed beyond the subsidy that the school currently offers Evidence source: data on participation in ASC, educational and residential visits, attendance data, pupils voice, staff feedback, parental feedback Leaders will audit the home reading books and speak with pupils about the range and type of books we have available for pupils to take home to read. Leaders will use the outcomes to purchase additional books for home reading.	Universal and targeted Universal and targeted	Inclusion mainstream fund £ 4000 Inclusion mainstream fund £2000

Evidence source: pupil feedback, increase in the numbers of pupils redaing at home		

Intended outcomes/objectives

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
Linked to barriers 2 and 3 **Outcome 1: Consistent access to inclusive, high-quality teaching** By July 2028, pupils with communication and language needs or cognition and learning needs; pupils learning English as an additional language; disadvantaged pupils; and pupils who are currently or have previously been supported by children's social care will experience more consistent, high-quality adaptive teaching and appropriate classroom adjustments from reception to Year 6. Teachers will build on existing effective practice so that barriers are anticipated and pupils can access ambitious learning alongside their peers.	**Success criteria** • Learning walks, pupil book study and monitoring of pupils' progress demonstrate increasingly consistent use of the school's agreed inclusive quality first teaching approach across EYFS, Key Stage 1 and Key Stage 2. • Teachers consistently use appropriate modelling, scaffolding, explicit vocabulary instruction, visual supports, manipulatives, structured talk, retrieval practice and checks for understanding. • Pupil progress meetings demonstrate improved attainment and progress of identified groups including pupils with SEND, multilingual learners, disadvantaged pupils and pupils currently or previously supported by children's social care in reading, writing and mathematics.

	• Teacher assessments show that learners are supported through planned vocabulary instruction, visual supports (widget online), opportunities for language rehearsal and structured classroom talk. • Learning walks, team teaching and co-teaching show that staff demonstrate increased confidence in selecting, using and gradually adapting or reducing scaffolds according to pupils' needs. • Pupil voice indicates that identified pupils understand their learning, know what helps them and feel able to ask for support.
Link to barriers 2, 3 and 4 **Outcome 2: Improved communication, language and classroom participation** By July 2028, pupils identified with speech, language and communication needs or barriers associated with English language acquisition will develop their vocabulary, understanding and expressive language. Attention will be given to disadvantaged pupils and pupils currently or previously supported by children's social care where assessment and wider evidence indicate that language or communication is a barrier to participation and learning.	**Success criteria** • Target pupils demonstrate progress from their starting points, using baseline screening, speech and language targets or teacher assessment as appropriate. • Learning walks, pupil book looks and pupil book study show regular and purposeful use of vocabulary rehearsal, sentence stems, visual supports, adult modelling and structured opportunities for talk. • Learning walks show that target pupils increasingly follow instructions, respond to questions, explain their thinking and contribute to paired or group discussion with an appropriate level of support.

	• Assessments and pupils' work show that improvements in oral language contribute to increased progress in reading, writing and mathematics. • Teachers identify emerging communication and language needs promptly and seek support from leaders, the SENCO or relevant external professionals where appropriate. • Pupil voice shows that pupils can identify strategies that help them understand, communicate and participate in learning. • Parent feedback indicates that communication is accessible and that parents understand how they can support language development at home. • Support is responsive to individual need and is not based solely on a pupil's background, disadvantage or involvement with children's social care.
Link to barriers 1, 2, 4 **Outcome 3: Improved attendance so that attendance by July 2028 meets the DfE attendance baseline improvement expectation of 95%.** By July 2028, pupils most affected by attendance barriers will attend school more regularly and persistent absence will reduce to that of similar schools.	**Success criteria** • Attendance and persistent absence are analysed by pupil group, including pupils with SEND, disadvantaged pupils, multilingual learners, young carers, looked-after and previously looked-after children and other pupils currently or previously

This includes disadvantaged pupils; pupils currently or previously supported by children's social care; and pupils impacted by transition difficulties, medical needs, family instability or dysregulation. This will support emotional regulation, engagement and readiness to learn.	supported by children's social care. • Individual case reviews demonstrate that agreed Early Help Attendance plans/ Support 1st is implemented consistently and reviewed with pupils and parents. • Pupils whose attendance is declining/approaching PA are identified early, before they become persistently absent wherever possible, and receive an appropriate package of support. • Persistent absence reduces from the July 2026 baseline. • Attendance for disadvantaged pupils, pupils with SEND and pupils currently or previously supported by children's social care improves from the July 2026 baseline. • Pupil voice indicates that identified pupils know what to expect, understand school routines and can identify a trusted adult or strategy that helps them. • Parental feedback indicates improved clarity about attendance expectations, routines, communication and available support. • Leaders can provide examples of barriers addressed through reasonable adjustments, early help, pastoral support or partnership with external services.
Linked to barrier 1, 2, 3 and 4	**Success criteria**

Outcome 4: Equitable participation in wider school life By July 2028, pupils with SEND, disadvantaged pupils, multilingual learners, young carers and pupils currently or previously supported by children's social care will have more equitable access to enrichment, educational visits, residentials, clubs, play opportunities and pupil leadership.	• Participation is tracked by pupil group, including pupils with SEND, disadvantaged pupils, multilingual learners, young carers, looked-after and previously looked-after children and other pupils currently or previously supported by children's social care. • Participation data shows increased take-up of clubs, visits, residentials and leadership opportunities among identified groups (above). • Leaders use participation data to identify under-representation and take sensitive, targeted action rather than relying only on open invitations. • Monitoring by leaders demonstrates that pupils with protected characteristics are represented positively through enrichment, visitors, resources, leadership opportunities and wider school activities. • Priority is given ~~to~~ disadvantaged pupils and other identified groups where demand exceeds availability. • Risk assessments ~~and~~ reasonable adjustments and medical arrangements are completed in sufficient time for pupils to participate safely and successfully. • Leaders can show how practical barriers have been

	reduced, including barriers relating to cost, transport, equipment, communication, confidence, language, medical needs or accessibility. • Pupil voice shows that pupils feel invited, prepared, represented and supported to participate and that the available opportunities reflect a range of interests, cultures and experiences.

Review of the previous academic year

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

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

To support this, you should use:

- *Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *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.*

Further information (optional)

Use this space to provide any additional information you think necessary to help others understand your strategy.