Inclusion Strategy – Castleton 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	2026/27
Date this statement was published	[Insert date once approved]
Date on which it will be reviewed	Autumn term 2027
Statement authorised by	[Confirm authorising person / governance]

Statement of intent

At Castleton Primary School, inclusion is woven through our curriculum, teaching, pastoral care and wider school life. Our shared aspiration to be "Beacons on the Moors" is rooted in the belief that every child belongs, is known well and can experience the transformational impact of education. We have high ambitions for all pupils, including those with special educational needs and disabilities (SEND), disadvantaged pupils and children who need additional help at different points in their school journey.

In our small, rural, mixed-age setting, responsive teaching and effective use of adults are essential. We seek to "keep up, not catch up": teachers identify misconceptions early, adapt the curriculum and use timely additional practice so that pupils can stay connected with their class learning. Where this is not enough, we use carefully selected, bespoke interventions, including additional phonics tutoring, while maintaining access to a rich curriculum and to learning alongside peers.

Our nurturing and Rights Respecting approach promotes safety, dignity, pupil voice and belonging. We aim to remove barriers to participation in the school oaths, educational visits, outdoor learning and wider experiences. We recognise that attendance can present an additional barrier for some disadvantaged pupils and some pupils with SEND, and we work sensitively with families to understand and address the underlying causes.

The Executive Headteacher, a qualified SENCO, provides strategic SEND oversight across both schools. Our named SENCO, Mrs Rowan Mitchell, is working towards completion of her qualification, strengthening future leadership capacity. Staff engage in English Hub professional learning focused on early interactions and are building stronger partnerships with external specialists for earlier identification and better-informed support. Pupil, family and stakeholder feedback, including consultation on our evolving school vision, informs our work.

Shared vision and school oaths: our Beacons on the Moors vision

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 trends or increasing complexity)
1	Speech, language and communication. Some children need additional support with early interactions, oral language, vocabulary and communication. Where these needs emerge, they can impede access to teaching, reading and peer interaction.
2	Early identification and evolving need. Needs may emerge or change during primary schooling. As a small school, we must maintain staff confidence and strong specialist links even when a particular profile of need is not currently present.
3	Mixed-age curriculum access and adult capacity. Different starting points and curriculum expectations within mixed-age classes require precise adaptation and effective use of teaching assistant time. Pupils with EHC plans must receive their specified provision while retaining access to wider classroom learning.
4	Enrichment and participation. Rural location, cost, accessibility or individual needs can make it harder for some pupils to access trips, clubs, outdoor learning and broader experiences on an equal footing.
5	Attendance and engagement. Attendance has been a barrier for a small number of disadvantaged learners and pupils with SEND. Absence can compound learning gaps, reduce continuity and weaken pupils' sense of belonging.

Activity in this academic year

The activities below build on existing core-funded inclusive practice. IMF amounts represent proposed additional investment, for confirmation through the school's budget process. Each activity supports the numbered barriers above.

Costed working estimates (subject to finance validation): core £11,800 + proposed IMF £4,100 = £15,900. Core estimates model 38 teaching weeks, indicative £22 per TA hour and £48 per SEND leadership/liaison hour, plus access costs. The notional SEN allocation is not a spending target; separately funded EHC top-up and Pupil Premium costs are excluded.

Description of activity (evidence and barrier numbers addressed)	Activity type (universal or targeted)	Total budgeted cost (core and IMF)
Language-rich teaching and early interactions (barriers 1, 2) Through the core offer, continue language-rich teaching and participation in English Hub training. Proposed enhancement: additional staff release and practical resources to embed early-interaction approaches consistently across the school, with monitoring of implementation. Evidence: EEF inclusive teaching; English Hub professional learning.	Universal	Core (est.): £1,700 IMF (proposed): £900 **Combined (est.): £2,600**

Description of activity (evidence and barrier numbers addressed)	Activity type (universal or targeted)	Total budgeted cost (core and IMF)
Earlier identification and specialist-informed support (barriers 1, 2, 3) Maintain assess–plan–do–review, regular family engagement and oversight from the Executive Headteacher and developing SENCO. Proposed enhancement: additional structured review/liaison capacity to act on specialist recommendations promptly and support staff with less familiar profiles of need. Evidence: EEF SEND guidance.	Universal / targeted	Core (est.): £1,800 IMF (proposed): £700 **Combined (est.): £2,500**
Adaptive teaching and additional keep-up capacity (barriers 1, 3) Continue core-funded TA deployment, EHC plan provision, classroom scaffolding and bespoke phonics tutoring. Proposed enhancement: additional protected intervention or pre-teaching sessions and implementation support beyond existing provision, to strengthen independence and timely access to mixed-age learning. Evidence: EEF inclusive teaching and effective TA deployment.	Universal / targeted	Core (est.): £6,700 IMF (proposed): £1,500 **Combined (est.): £8,200**
Inclusive enrichment and participation (barrier 4) Maintain the school oaths, outdoor provision, visits and extra-curricular opportunities. Proposed enhancement: additional access support, staffing or adaptations beyond routine provision to remove identified barriers to pupils' participation. Evidence: DfE IMF best practice.	Universal / targeted	Core (est.): £700 IMF (proposed): £500 **Combined (est.): £1,200**
Individualised attendance inclusion support (barrier 5) Continue attendance monitoring and relational partnership with families. Proposed enhancement: additional targeted planning, liaison and supported re-engagement for pupils facing attendance-related barriers, with half-termly review of individual plans. Evidence: DfE attendance and IMF guidance.	Targeted	Core (est.): £900 IMF (proposed): £500 **Combined (est.): £1,400**

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.

Outcomes will be reviewed through school assessment, SEND planning and monitoring, observations, participation evidence and pupil and family feedback. Progress will be interpreted proportionately for a small cohort.

Intended outcome	Success criteria
Improved communication and access to early language	English Hub-informed strategies are evident in planned provision and classroom practice; school assessments, phonics checks and observations show progress against individual starting points for pupils receiving additional help.
Earlier, more consistent responses to emerging SEND	Concerns are recorded and reviewed promptly through the graduated approach; advice from families and specialists is translated into clear classroom strategies and reviewed for impact; SEND leaders can evidence staff support and oversight.
Pupils participate and make progress in mixed-age classes	Planning, work scrutiny, pupil voice and individual reviews show well-matched curriculum adaptations, protected delivery of provision in EHC plans, timely keep-up support and increasing independence.
Wider opportunities are accessible and pupils feel they belong	Participation records show identified pupils are accessing the school oaths, visits and extra-curricular experiences; pupil and family feedback indicates that barriers are understood and addressed.
Attendance improves for pupils receiving additional support	Attendance for identified pupils is reviewed against their own autumn-term baseline, with improving individual patterns where barriers are responsive to school support; engagement and reintegration plans are reviewed with families.

Review of the previous academic year

This is the first inclusion strategy under the 2026/27 arrangements, so there is no previous annual inclusion strategy to review. School evaluation of existing teaching, SEND provision, assessment, attendance where relevant, and stakeholder feedback has informed these priorities. We will review implementation and pupil outcomes during the year and use this evidence to refine the 2027/28 strategy.

Further information

Our nurturing and Rights Respecting approaches, curriculum and school oaths underpin inclusive provision. As needs evolve, we adapt support while maintaining ambition, belonging and opportunities for every pupil.