Farsley Springbank Primary School

Inclusion Strategy

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 2028-2029
Date this statement was published	November 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Sharon Percival

Statement of intent

At Farsley Springbank Primary School, our guiding principle is 'Be the best you can be'. We hold high aspirations for all children, ensuring every pupil—regardless of background, starting point, or complexity of need—shares an equal entitlement to a safe, stimulating, and ambitious mainstream education. Guided by the SEND Code of Practice (2014) and Equality Act (2010), our ultimate objective is to remove barriers to learning and participation so that all pupils make progress linked to all our key drivers - Independence, Determination, Curiosity, Risk-Taking, Collaboration, and Respect. We firmly believe that emotional wellbeing is foundational to academic success; an emotionally secure child is an empowered learner.

Our strategy uses a proactive, graduated approach (Assess, Plan, Do, Review) driven by our Inclusion Team. We achieve our objectives through:

- **High-Quality Universal Adaptive Teaching:** Equipping teachers and support staff to scaffold learning seamlessly within the whole-class environment using

EEF principles, visual prompts, and assistive technology (e.g., scanning pens, laptops) so pupils access the curriculum without stigma.

- **Early & Timely Identification:** Utilizing in-house specialist screening (including specialist Speech & Language diagnostics and fine-graded assessment tools) to intervene before needs escalate.
- **Emotionally Responsive, Relational Practice:** Embedding a trauma-informed culture where behaviour is understood as communication. Grounded in our three core rules—Ready, Respectful, Kind—staff use consistent emotion coaching and restorative check-ins to build self-regulation and maintain connection over compliance.
- **Targeted, Evidence-Led Provision:** Delivering focused, time-limited intervention blocks (such as Circle of Friends wellbeing groups, phonics consolidation, and fluency reading) alongside adaptations to classroom sensory environments to minimise cognitive and acoustic overload

Inclusion is embedded throughout school life. All children participate fully in the broader life of the school, including educational visits, the School Council, and curriculum enrichment. Needs are anticipated through flexible groupings and low-arousal environments rather than segregated provision, promoting equity of access and a shared sense of belonging.

Parents and carers are vital partners. Our strategy is co-produced through regular review of Personalised Plans, termly structured conversations, and parent surveys. Through an open-door policy, shared digital resources (including our ‘Share to Build’ portal), and collaboration with external partners (IAT, Educational Psychology service, West Cluster), we ensure families are actively supported, informed, and heard.

Strengths and Barriers to learning and participation

This details our key strengths and any barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support

Principles of inclusion	Strengths	Detail of barrier to learning
1. Ambitious leadership and governance that embeds inclusion	**SLT Integration:** The experienced SENCo is an Assistant Headteacher on the Senior Leadership Team, embedding SEND at the heart of whole-school decision-making. **Informed Governance:** A dedicated SEND Governor meets regularly with the SENCo for termly monitoring, providing robust oversight and constructive challenge. **Development of an Inclusion Team:** A weekly team structure (SENCo, Mental Health & Wellbeing Lead, Learning Mentor, SaLT Lead and Communication and Interaction – autism lead (in development)) drives the 2-year improvement plan and coordinates casework. **Commitment to External Quality Assurance:** Leaders actively seek external scrutiny through formal whole-school reviews and specialist SEND consultancy	**External LA Administrative Burden:** Severe delays at SENSAP and the complex transition from Leeds FFI to EHCPs absorb substantial leadership time, increase parental anxiety and mean children are not accessing the right support at the right time.
2. Evidence-based support prioritising early intervention	**In-House Specialist Screening:** A specialist Speech & Language Teaching Assistant carries out early diagnostics upon Reception entry, bypassing lengthy NHS waiting lists to put immediate support in place. Access to SEND consultant means specialist assessments can be undertaken. Rigorous RWI assessment identifies when adaptations to the programme are needed. Mental Health Support meetings allows staff to share any emotional wellbeing concerns before behaviours deteriorate.	**Capacity Pressures vs. 1:1 Demands:** Rising cohort complexity and local authority EHCP processing delays have pulled teaching assistants toward reactive 1:1 support, squeezing capacity to deliver early small-group interventions

	Robust Baseline & Diagnostic Frameworks: Embedded use of standardised assessments (e.g. Boxall Profile, SDQs, YARC, Salford Sentence Reading, B-Squared, and phonological assessments) to benchmark needs and measure intervention impact. **High-Impact Targeted Early Literacy:** Structured early interventions (such as 1:1 phonics consolidation and SENIT reading fluency) achieve exceptional outcomes, including an 86% Year 1 Phonics pass rate for pupils with SEND. **Protected Time-Limited Intervention Blocks:** Prioritising structured 8–10 week intervention blocks (rather than continuous "always-on" support) protects fidelity and maintains pupil engagement	
3. High quality adaptive teaching with curriculum designed for all learners	**Stigma-Free Scaffolding & Flexible Grouping:** Scaffolding materials are placed centrally on tables for all pupils to access discreetly, normalising support. Flexible grouping and purposeful talk partners enable pupils with SEND to participate fully without being segregated by ability. **Assistive Technology for Independence:** Effective use of assistive tools—including scanning pens and laptops to overcome transcription barriers—allows pupils to access the full curriculum independently alongside their peers. **Explicit Instruction & Visual Routines:** Consistent use of well-designed lesson slides, visual prompts, and structured talk routines (e.g. think–stand–talk) provides clear entry points into whole-class learning. **Strengthened Reading Fluency:** English instruction prioritises structured fluency practice, echo reading, and teacher	**Foundation Subject Adaptation:** Staff report significantly higher confidence adapting learning in core subjects (reading, writing, and maths) than in foundation or non-core subjects. **Consistent Metacognitive Modelling:** Audits highlight an opportunity to move beyond general questioning to explicit teacher "think-aloud" modelling to help pupils plan and monitor their own learning

	modelling, boosting reading confidence and stamina across KS2	
4. Enriching provision beyond the classroom that all children can access	**Fully Inclusive Educational Visits & Residentials:** Leaders ensure pupils with SEND participate in all off-site visits and residentials through proactive risk assessments (via EVOLVE) and tailored adult support. **Pupil-Informed Club Design:** Extracurricular activities are actively shaped by pupil voice—such as the annual 'I wish we had a club for…' survey—introducing high-interest, inclusive clubs like Lego Club and Youth Club. **Active Pupil Representation & Leadership:** Pupils with SEND are represented across all areas of school life, including contributing directly to the School Council and pupil voice consultations. **Outdoor Learning Environment:** Purposeful investment in outdoor learning resources and curriculum design provides accessible, varied spaces for physical activity and emotional regulation. **Targeted Enrichment Partnerships:** Active involvement in the Well School partnership, facilitating access to specialist events such as Deaf Friends and inclusive music festivals	**Wheelchair access to adventure playground -** Expand our offer to include accessible components to the adventure playground such as wheelchair friendly roundabouts**.**
5. A safe and respectful culture fostering belonging, attendance, and participation in learning	**Relational & Trauma-Informed Ethos:** Behaviour is understood as communication. Staff prioritise trust over fear-based compliance, anchored by three simple, shared rules: Ready, Respectful, Kind. **High Attendance & Zero Exclusions:** Attendance for pupils on the SEND register is 95.4% (exceeding local authority and national figures), with zero permanent or fixed-term exclusions across the school.	**Rising SEMH Cohort Prevalence:** Pupils with primary SEMH needs have surged from 15% (2022–23) to 35% (2025–26) of the SEN register, driving greater demand for adult co-regulation and proactive de-escalation.

	Restorative Practice & Co-Regulation: Systematic use of 4-step emotion coaching and restorative reflection scripts ("What happened? How were you feeling? How can we make it right?") supports pupils to repair relationships and take ownership of behaviour. **Strong Emotional Safety & Pupil Voice:** Survey data confirms 98.1% of pupils feel safe at school and 92.5% know a trusted adult to turn to	**Persistent Absence Contextual Drivers:** While overall SEND attendance is high, a small subset of pupils face significant absence barriers, notably due to complex, recurring medical appointments.
6. Strong partnerships with families and wider services	**High Parental Confidence & Trust:** Parent surveys demonstrate exceptional trust, with 100% of respondents finding staff friendly and approachable and 93.1% agreeing that the school makes proactive, bespoke reasonable adjustments. **Accessible Digital & Wellbeing Support:** The innovative 'Share to Build' programme and portal provide accessible guidance on emotional regulation, offering flexible formats (e.g. podcasts and online evening meetings) tailored to family schedules. **Co-Produced Graduated Approach:** Parents and pupils are integral partners in termly Personalised Plan reviews, co-designing targets and sharing strategies across home and school. **Integrated External Professional Network:** Strong, sustained collaboration with specialist partner agencies—including NHS SaLT, IAT SEMH, the West Cluster (family support/counselling), MindMate, and Educational Psychology	**Local Authority Administrative Delays:** Significant backlogs at SENSAP for EHCP assessments and FFI-to-EHCP conversions create acute anxiety for families and consume considerable leadership capacity in managing communications. **Parent Drop-In Engagement:** While digital resources are well used, in-person parent information sessions and drop-ins (such as policy review forums) experience variable attendance
7. Inclusive environments with continuous	**Physical Accessibility & Core Adaptations:** School buildings and facilities are fully accessible, featuring ramps, accessible entrances, accessible hygiene	**Classroom Noise & Acoustic Distractions:** Pupil surveys revealed that 41.5% of children struggle to concentrate

improvements to accessibility	facilities, and purpose-adapted classroom layouts. **High-Quality Outdoor Learning Spaces:** Purposeful investment in outdoor learning environments and curriculum design provides accessible, varied spaces that enhance emotional regulation and sensory engagement. **Assistive Technology Infrastructure:** Broad availability of assistive devices—including scanning pens and laptops to ensure pupils access learning independently.	due to classroom noise and distractions.

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
Strengthened Whole-School Relational Practice and Emotion Coaching to Enhance Self-Regulation and Reduce Classroom Disruptions	**Consistent Adult Practice:** 100% of teaching and support staff consistently apply the 4-step Emotion Coaching script and restorative reflection routines ("Ready, Respectful, Kind"), validated through termly learning walks and peer coaching drop-ins. **Reduced Escalations:** Internal monitoring (CPOMS) demonstrates a sustained reduction in high-level behavioural incidents, call-outs for leadership support during dysregulation (particularly in KS1), and maintaining zero exclusions across the school. **Pupil Regulation & Co-Regulation:** Baseline and exit evaluations for targeted pastoral interventions (e.g. Circle of Friends, Draw and Talk) demonstrate measurable gains in emotional awareness, self-regulation, and empathy.
Closing the Attainment and Progress Gap in	**Accelerated Reading Progress:** KS2 reading progress for pupils receiving SEN Support and with EHCPs moves to an average

Reading Fluency, Comprehension, and Transcription for Pupils with SEND	score of 0.00 or above (improving from the -1.36 baseline), with at least 65% achieving expected standards in reading. **Early Literacy Consolidation:** Sustained high achievement in early literacy, maintaining an 80%+ pass rate in the Year 1 Phonics Screening Check for pupils with SEND through targeted early interventions (e.g. RWI consolidation) **Curriculum Accessibility via Assistive Tech:** Pupils with transcription and dyslexic profiles (representing 24.2% of the SEND cohort) routinely access assistive technology (e.g. scanning pens, laptops, speech-to-text) to demonstrate independent learning across core and foundation subjects.
Optimised Classroom and Outdoor Environments	**Reduced Acoustic & Sensory Distraction:** Follow-up pupil voice surveys demonstrate a marked decrease in children reporting that noise and distractions impede concentration (reducing from the 41.5% baseline in July 2025) .**Low-Arousal Classroom Standards:** 100% of classrooms successfully complete the environmental audit (Jenny Scott / IMP framework), establishing low-arousal displays, predictable visual routines, and designated "space first" quiet cool-down corners with soft furnishings. **Wheelchair friendly adventure equipment**
Enhanced Teacher–TA Pedagogical Collaboration and Adaptive Scaffolding across all Curriculum Subjects	**Consistent Universal Scaffolding:** Teachers and TAs implement the EEF Five-a-Day adaptive framework with high fidelity, incorporating explicit instruction, central stigma-free scaffolding, and teacher "think-aloud" metacognitive modelling across both core and foundation subjects. **Structured Daily Communication:** Teacher–TA handover protocols and clear one-page profiles are fully embedded, with TA self-review surveys showing that over 90% of support staff feel confident, well-briefed, and clear on learning intentions prior to lessons. **Parental Partnership & Voice:** Parental confidence in bespoke adjustments remains above 93%, with active engagement in termly Personalised Plan reviews and increased home usage of the ‘Share to Build’ SEND digital toolkit.

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)*
1. Appointment and Specialist Accreditation of Lead Practitioner for Autism and Neurodiversity - Recruit and deploy a designated Lead Practitioner within the Inclusion Team focusing on communication, interaction, and autism. - The lead will attend accredited specialist courses throughout the year (e.g. Lead Practitioner networks). - This practitioner will lead in-class modeling, coach staff on neurodivergent profiles, coordinate bespoke pupil passports, and deliver targeted social communication and regulation groups.	**Targeted & Universal Capacity Building**	**£10,268**
2. Classroom Environmental Adaptations, Sensory Zoning, Acoustic Upgrades and Adventure Playground equipment - Roll-out of physical and sensory adjustments informed by the Jenny Scott / IMP classroom audits and pupil voice data. Actions include installing acoustic sound-dampening materials to reduce classroom reverberation, decluttering visual displays, introducing low-level warm lighting, and establishing a dedicated,	**Universal**	**£14,187**

predictable "space first" quiet cool-down zone with soft furnishings in every classroom. Also includes purchasing flexible sensory regulation toolkits (fidget tools, wobble cushions, privacy screens, noise-cancelling ear defenders).		
Specialist SEND Consultant (Jenny Scott) for Strategic Oversight & Intervention Impact - Retain specialist SEND consultancy (2 days per term) to; support the SENCo and Senior Leadership Team with strategic development, SENSAP EHCP transition navigation, and Tier 1 Audit Tool accreditation and conduct half-termly quality assurance drop-ins and deep-dive reviews into targeted interventions (evaluating baseline fidelity and progress tracking with B-Squared, YARC, Boxall, and SDQs). - Deliver ongoing training linking to adaptive teaching strategies for all classroom based staff and leaders	**Universal & Targeted Strategy**	**£1728**
Assistive Technology Infrastructure & Targeted Transcription Hardware - Expand the school's assistive technology loan library with additional text-to-speech scanning pens, pupil laptops, and transcription software to enable pupils with dyslexia, DLD, and fine-motor difficulties to access high-level learning independently across the curriculum.	**Targeted**	**£3390**
Embed Explicit Reading Fluency at a universal, targeted and personalised level - Reading lead and SENCO to continue partnership and regular review of data to set programmes for targeted and personalised intervention		**Covered in Pupil Premium strategy funding**

Review of the previous academic year (From Year 2)