Curious in Learning • Courageous in Challenge • United in Community

Inclusion Strategy 2026-27

For all children, including pupils with additional needs and SEND

Strategy overview

Detail	Date / information
Academic year covered	2026-27
Date published	1 October 2026
Review date	July 2027
Statement authorised by	Sarah Vittle, Headteacher

Statement of intent

At Oliver's Battery Primary & Nursery School, inclusion means every child being known, valued, belonging and able to participate fully in school life. Our aim is to remove barriers early so that pupils with additional needs and SEND can access ambitious learning, develop independence, build positive relationships and experience success alongside their peers. Our school vision, Curious in Learning, Courageous in Challenge, United in Community, underpins this commitment.

Our strategy combines a strong universal offer with timely targeted support. We want inclusive practice to be everyone's responsibility, beginning with high-quality teaching, predictable routines, positive relationships, adaptive teaching and an environment that supports communication, regulation and participation. Where pupils need more, provision is graduated, purposeful and reviewed for impact rather than becoming a barrier to inclusion.

Our priorities reflect seven principles for inclusion: belonging and participation; high expectations for every pupil; early and accurate identification of need; high-quality universal provision first; appropriate targeted support; genuine partnership with pupils, families and professionals; and continuous review using evidence of engagement, attendance, wellbeing, progress and attainment. We will listen to pupil and parent voice and ensure that children help adults understand what enables them to learn and take part.

Our approach is strengthened through partnership with families and external professionals. Existing provision includes PACE, TALA, Nessy, Primary Behaviour Support, Shepherds Down outreach and Mental Health Support Team involvement. During 2026-27 we will strengthen ordinarily available provision and align inclusion with our developing Teaching and Learning Policy, staff coaching and whole-school improvement priorities.

Barriers to learning and participation

These are the principal school-level barriers identified through attainment, attendance, behaviour, safeguarding and wellbeing information.

No.	Detail of barrier to learning and participation
1	Attainment and access to the curriculum. Pupils with SEND remain the school's largest attainment challenge, particularly in writing. 2025-26 outcomes also show lower SEND outcomes in EYFS GLD, Year 1 phonics and Year 4 multiplication, indicating the need for consistently strong universal and adaptive teaching.
2	Attendance and engagement. Pupils who are disadvantaged and have SEND have markedly lower attendance than the whole school, and disadvantaged pupils without SEND also show an attendance gap. Reduced attendance limits access to teaching, relationships and wider school life.
3	Increasing complexity of need and consistency of provision. SEND numbers increased during 2025-26, including pupils with EHCPs. The school needs a shared, sustainable ordinarily available offer, strong early identification and staff confidence so needs are met consistently in classrooms and Nursery.
4	Emotional regulation, behaviour and wellbeing. SEND-related concerns remain significant and show periodic spikes. Friendship and mental-health concerns increased towards the end of 2025-26, requiring proactive regulation, relational and wellbeing support.
5	Belonging, play and participation. Pupil voice indicates that enjoyment of school is not yet strong enough for all pupils, with concerns about bullying, boredom or seclusion at playtimes and inconsistency in transitions. Vulnerable pupils need purposeful opportunities to belong and participate.

Activity in this academic year

The activities below prioritise an inclusive core offer and targeted support. The IMF Budget allocated to Oliver's Battery Primary and Nursery school for the 2026/27 academic year is £8,907.

IMF Budget Allocated: £8,907

Core Budget Allocated: £33,378

Total: £42,285

Description of activity	Barriers	Activity tier	Total budgeted cost
Define and embed an ordinarily available provision (OAP) framework from Nursery to Year 6. Train staff in adaptive teaching, scaffolding, communication-friendly practice, regulation, sensory/environmental adjustments and use of pupil profiles. Link the OAP to the new Teaching and Learning Policy and coaching/teaching sprints.	1, 3, 4	Universal	SENDCo time: £5,520 Headteacher time: £3,760 **Total: £9,280** *Core Budget: £4,640* *IMF Budget £4,640*
Strengthen early identification and the graduated response through clear assess-plan-do-review cycles, sharper provision mapping, regular pupil progress/SEND reviews and timely consultation with families and external professionals.	1, 3, 4	Universal and targeted	SENDCo time £5,520 **Total: £5,520** *Core Budget*
Maintain and evaluate targeted literacy support, including Nessy where appropriate, alongside strong classroom provision. Give particular attention to writing, early literacy and phonological/phonics needs.	1, 3	Targeted	Nessy £255 LSA time: £11,200 **Total: £11,425** *Core Budget: £8,925* *IMF Budget £2,500*

Sustain a relational and regulation-informed approach through PACE, TALA and individual support; use Primary Behaviour Support, Shepherds Down outreach and MHST advice when appropriate. Build staff confidence through CPD and coaching.	3, 4, 5	Universal and targeted	TALA Staff Costs: £5,600 TALA Ongoing Support: £500 EP Time £1,000 PBS Time: £1,000 **Total: £8,100** *Core Budget: £7,333* *IMF Budget: £767*
Target attendance support for pupils with SEND and/or disadvantage: regular review, early contact, individual plans and partnership with families. Consider reasonable adjustments where additional need is a barrier to attendance.	2, 4	Targeted	SENDCo time: £2,760 Admin time: £1,600 **Total: £4,360** *Core Budget*
Improve participation, belonging and wellbeing through structured/zoned play, play leaders, transition planning, buddy opportunities and pupil conferencing, with particular attention to pupils at risk of isolation or dysregulation.	4, 5	Universal and targeted	Lunchtime Staff Time: £1,000 **Total: £1,000** *IMF Budget*
Use pupil and parent voice as part of review. Seek feedback on accessibility of learning, communication, playtimes, transitions and support, and use this alongside attainment, attendance and behaviour information to refine provision.	1-5	Universal	Headteacher Time: £1,880 Admin Time: £800 **Total: £2,600** *Core Budget*

Intended outcomes

Intended outcome	Measurable success criteria	Target date
A consistently inclusive universal offer is evident across Nursery and school.	Staff can articulate and use the agreed OAP and inclusive teaching principles. Learning walks, lesson observations, book scrutiny, pupil voice and coaching feedback show consistent adaptive teaching, routines and reasonable adjustments.	July 2027
Pupils with SEND make stronger progress and access ambitious learning.	Progress meetings show identified SEND pupils making sustained progress from their starting points. The school evaluates 2026-27 statutory and internal outcomes against the 2025-26 baseline, particularly writing, early literacy/phonics and maths.	July 2027
Attendance improves for vulnerable pupils.	Attendance monitoring shows improvement from the 2025-26 baseline for pupils who are disadvantaged and have SEND, with fewer pupils requiring intensive attendance intervention and individual plans reviewed for impact.	July 2027
Pupils with additional needs experience improved wellbeing, regulation and belonging.	Pupil voice and HealthEd/wellbeing measures indicate improved enjoyment, belonging and confidence in getting help. Behaviour and CPOMS review shows reduced or better-managed SEND-related, friendship and mental-health concerns.	July 2027
Identification and support are timely, coherent and understood by families.	SEND reviews and provision maps show clear need, provision, intended outcome and review. Parent/carer feedback demonstrates that families understand support and have meaningful opportunities to contribute.	July 2027

Playtimes and transitions enable participation for vulnerable pupils.	Observations and pupil conferencing show purposeful play opportunities, reduced isolation/boredom and smoother transitions, with adjustments in place for identified pupils.	July 2027

Review of the previous academic year

This section becomes a formal requirement in the template from 2027-28. For this first 2026-27 strategy, the baseline is drawn from 2025-26 school information. Key strengths include improved whole-school attendance, reduced behaviour incidents overall and established inclusion provision such as PACE, TALA, Nessy, outreach and MHST support. The central challenge is the increasing complexity of SEND and its interaction with attainment, attendance, behaviour, regulation and belonging. This baseline will be used to evaluate impact in the July 2027 review.

Further information

Monitoring will be integrated with the School Improvement Plan and will include lesson observations and learning walks, book scrutiny, pupil progress meetings, attendance and behaviour/CPOMS review, pupil voice, parent feedback, staff survey and governor monitoring.

The approach will be reviewed alongside the developing Teaching and Learning Policy so that inclusion, adaptive teaching, oracy, challenge and metacognition are understood as features of high-quality teaching for all pupils, not separate provision for a small group.

Financial note: budget figures have deliberately been left as TBC until the school has confirmed the 2026-27 Inclusive Mainstream Fund and core/notional SEN budget allocation and the precise staffing or resource deployment to be charged to each activity.