Priority 3: To ensure that pupils with SEND, disadvantaged pupils and those facing barriers to learning and wellbeing are fully included, supported and able to achieve and thrive. Through consistently high-quality adaptive teaching, early identification of need, appropriate targeted support and effective partnership with families and external agencies, we will remove barriers to learning and ensure that all pupils make strong progress from their individual starting points.

SLT lead: ZW/JK/SH	**Cross Reference:** Priority 1, 2 and 4

Impact

This objective will have been achieved when:

- Inclusion is understood and implemented as a **whole-school responsibility**, with high expectations for all pupils.
- Pupils with SEND, disadvantaged pupils and those facing other barriers are identified accurately and their individual needs and barriers are well understood.
- Teachers consistently use **high-quality adaptive teaching** to enable pupils to access ambitious curriculum content and participate successfully.
- Adaptations are purposeful and enable pupils to become increasingly independent rather than creating unnecessary dependence on adult support.
- Assessment information is used effectively to identify gaps, barriers and emerging needs and to inform subsequent teaching and provision.
- Targeted interventions and additional provision are closely matched to identified needs and demonstrate measurable impact.
- Provision is adapted or changed where it is not having the intended impact.
- Pupils with SEND and disadvantaged pupils make strong progress from their individual starting points.
- Pupils with SEND and those facing barriers demonstrate positive experiences of belonging, participation and inclusion.
- Attendance, behaviour, wellbeing and participation for identified pupils are monitored alongside academic outcomes.
- Reasonable adjustments are implemented consistently and effectively.
- Staff demonstrate increased confidence and expertise in inclusive teaching and supporting pupils with additional needs.
- Teaching assistants are deployed effectively to support access, learning and independence.
- Parents/carers and external professionals are appropriately involved in planning

Key Milestones

Early Years

- Early needs are identified promptly and appropriate support put in place.
- Children with SEND and other barriers are supported to participate and learn.
- Effective transition information is shared with Reception and relevant professionals.

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SLT lead: ZW/JK/SH	**Cross Reference:** Priority 1,2 and 4							
Objectives/ Tasks [What we need to do to achieve the priority]	**Who is responsible?**		**Resources**	**Completion date**	**Monitoring Process How? By Whom? When? How Often?**	**Status**		
	Staff	**Gov.**				**A**	**S**	**Su**

End of KS1

- Pupils with SEND and those facing barriers make appropriate progress from their starting points.
- Additional needs are identified and supported effectively.
- Pupils develop increasing independence in learning.
- Gaps in phonics, reading, writing and mathematics are addressed promptly.

End of KS2

- Pupils with SEND and disadvantaged pupils make strong progress from their starting points.
- Pupils facing barriers are supported to achieve and thrive.
- Pupils develop confidence, independence and readiness for secondary school.
- Effective transition arrangements are in place for pupils with SEND.
- Attendance, behaviour, participation and wellbeing are positive.

Whole School

- Inclusion is embedded as a consistent whole-school approach.
- Staff understand pupils' needs and use effective adaptive teaching.
- Universal and targeted provision effectively removes barriers to learning.
- Provision and interventions are regularly reviewed for impact.
- SEND and disadvantaged pupils participate fully in school life and enrichment.
- Parents, carers and external professionals are engaged effectively.
- Governors have clear oversight of inclusion and its impact.
- The school can demonstrate how it identifies need, removes barriers, adapts provision and monitors impact.

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SLT lead: ZW/JK/SH | **Cross Reference:** Priority 1,2 and 4

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	Staff	Gov.				A	S	Su
Embed a whole-school approach to inclusion and high expectations for all pupils • Ensure inclusion is understood as a whole-school responsibility. • Ensure all pupils have ambitious expectations and access to high-quality teaching. • Ensure staff understand the barriers faced by pupils with SEND, disadvantaged pupils and those facing other barriers to learning and wellbeing. • Embed a shared understanding that inclusion means pupils being able to access, participate in and benefit from the full curriculum and wider life of the school. • Ensure pupils with additional needs are not unnecessarily limited by low expectations.	ZW JK SLT All staff		Inclusion Strategy, SEND Policy, pupil profiles, staff CPD and SEND training materials.	Autumn 2026 and ongoing.	SLT to monitor through learning walks, staff discussion, pupil voice and review of provision. SENDCo to monitor staff understanding and implementation. Governors to monitor inclusion through SEND/inclusion visits and discussions with leaders.			
Develop consistently high-quality adaptive teaching across the school • Ensure teachers know the needs of pupils in their classes and adapt teaching appropriately.	ZW JK SLT Class Teachers		Staff CPD Inclusive teaching materials Pupil passports Pupil Learning Plans	Ongoing throughout 2026–27	Learning walks Lesson observations Adaptive teaching Book looks			

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• Build consistent staff confidence in adapting explanations, modelling, questioning, resources, scaffolding, tasks, pace and classroom environments where appropriate. • Ensure adaptations support pupils to access ambitious curriculum content rather than unnecessarily lowering expectations. • Develop staff understanding of when adaptations are sufficient and when additional targeted support is required. • Ensure adaptive teaching is embedded within everyday classroom practice rather than relying primarily on additional adult support.			Provision maps Curriculum planning		Professional dialogue with teachers and TAs Pupil voice to establish whether pupils understand and can access their learning			
Strengthen early identification and assessment of additional needs • Ensure staff identify emerging barriers to learning promptly. • Use assessment information, observation and professional knowledge to identify pupils who may require additional support.	JK Class Teachers SLT		SEND Register Provision maps, learning plans assessment information, Pupil passports	Ongoing and reviewed termly	SENDCO monitoring Termly pupil progress meetings Regular review of the SEND Register and provision maps. SLT to monitor whether emerging needs are identified and acted upon promptly			

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• Ensure concerns are discussed with the SENDCO at an early stage. • Ensure the assess-plan-do-review process is followed consistently. • Ensure pupils' needs are reviewed regularly and provision is adapted where required. • Strengthen identification of pupils who may face barriers beyond SEND, including disadvantaged pupils, young carers, pupils known to social care and pupils experiencing disruption or other barriers to learning.								
Ensure provision and interventions are closely matched to need and demonstrate impact • Ensure targeted provision is based on identified need rather than simply allocating additional adult support. • Use assessment information to determine appropriate interventions, adaptations and support. • Ensure interventions have clear intended outcomes.	JK Class Teachers TAs SLT		Provision Maps, Learning Plans, RAG rated Intervention sheets Assessment data, Specialist advice	Termly and ongoing	SENDCO monitoring Termly pupil progress meetings Review intervention records and assessment evidence Monitor pupil independence			

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• Monitor the impact of interventions regularly. • Stop, adapt or change provision where it is not having the intended impact. • Ensure pupils receiving additional support continue to access the wider curriculum and develop independence wherever possible.								
Improve outcomes for disadvantaged pupils and pupils facing barriers to learning • Ensure disadvantaged pupils are identified and their individual barriers to learning are understood. • Use pupil premium and wider school resources strategically to address identified barriers. • Ensure disadvantaged pupils receive high-quality classroom teaching alongside appropriate targeted support where required. • Monitor attainment, progress, attendance, behaviour, participation and wider outcomes for disadvantaged pupils.	ZW SLT Class Teachers Pupil Premium Lead		Pupil Premium Strategy Assessment data Attendance data Provision maps Intervention resources	Termly and ongoing	Pupil progress meetings Analyse attainment and progress alongside attendance and engagement information Monitor implementation and impact of the Pupil Premium Strategy Governor monitoring through Pupil Premium review and school visits.			

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• Ensure provision is reviewed according to impact rather than assuming one approach will meet the needs of all disadvantaged pupils. • Identify pupils who may not be disadvantaged through Pupil Premium but are experiencing other significant barriers to learning and ensure these are addressed appropriately.								
Strengthen reasonable adjustments, accessibility and participation • Ensure reasonable adjustments are understood and implemented consistently for disabled pupils. • Ensure classroom environments, resources, routines and communication approaches enable pupils to participate successfully. • Review physical, sensory, communication and organisational barriers to learning. • Ensure pupils with medical, sensory, communication or other additional needs are supported	JK SLT Class Teachers		Accessibility Plan Pupil passports Risk assessments Specialist advice Sensory resources and communication systems	Ongoing and reviewed annually or as individual needs change	SENDCO and SLT to monitor implementation through learning walks, pupil voice and individual pupil reviews Review reasonable adjustments where pupil needs change Consider accessibility as part of curriculum and site planning			

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appropriately to participate fully in school life. • Ensure accessibility is considered when planning curriculum, resources, activities and the school environment.								
Strengthen partnership with parents, carers and external professionals • Continue to build positive, respectful and solution-focused relationships with families. • Ensure parents/carers understand their child's needs, provision and progress. • Provide appropriate opportunities for parents/carers to contribute to planning and review. • Work effectively with external professionals to implement appropriate advice and recommendations. • Ensure communication is timely when concerns arise.	ZW JK SH Class Teachers		Learning Plans EHCPs Professional reports Parent meeting records.	Ongoing and termly review.	SENDCO monitoring Parent/carer engagement Review whether external advice is implemented effectively Seek parent/carer feedback where appropriate SLT to monitor communication and the resolution of concerns			

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• Work collaboratively with families to identify barriers and possible solutions.								
Ensure pupils with SEND and those facing barriers achieve, belong and thrive • Monitor the academic, personal and social outcomes of pupils with SEND, disadvantaged pupils and those facing other barriers. • Ensure pupils are fully included in classroom learning, wider school activities and enrichment opportunities. • Monitor attendance, behaviour, participation, wellbeing and progress alongside attainment. • Ensure pupils have a voice in decisions about the support they receive. • Develop pupils' confidence, independence, belonging and readiness for the next stage of education. • Ensure pupils are able to recognise and celebrate their strengths and achievements.	ZW JK SLT Class Teachers		Assessment data Attendance and behaviour information Pupil voice, Learning plans EHCPs Transition information.	Termly and ongoing.	Termly pupil progress meetings SENDCo analysis of SEND outcomes and progress Pupil voice Monitor attendance, behaviour and participation of identified pupils Review transition information and outcomes			

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