

Cam Hopton Church of England Primary School (Voluntary Aided)

Guiding with Love; Inspiring to flourish; experiencing:

Life in all its fullness

Inclusion Strategy

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-2028
Date this statement was published	October 2026
Date on which it will be reviewed	October 2028
Statement authorised by	Becky Harris Headteacher

This strategy explains how Cam Hopton removes barriers to learning, belonging and participation. It sets out how we use our core budget, notional SEN budget and inclusive mainstream fund to strengthen inclusive practice for all pupils, including pupils with SEND. The seven principles of inclusion which are embedded throughout our school culture and practice are:

- **Ambitious leadership and governance that embeds inclusion**
  Inclusion is a strategic priority, championed by leaders and governors, with high aspirations for all pupils.
- **Evidence-based support prioritising early intervention**
  Needs are identified early and supported promptly through proven, evidence-informed approaches.
- **High-quality adaptive teaching with a curriculum designed for all learners**
  Teaching is responsive and inclusive, enabling all pupils to access an ambitious curriculum.
- **Enriching provision beyond the classroom that all children can access**
  Clubs, trips, leadership opportunities and wider experiences are accessible to all pupils.
- **A safe and respectful culture fostering belonging, attendance and participation in learning**
  Pupils feel valued, respected and part of the school community, supporting wellbeing, engagement and attendance.
- **Strong partnerships with families and wider services**
  Schools work collaboratively with parents, carers and external agencies to secure the best outcomes for pupils.
- **Inclusive environments with continuous improvements to accessibility**
  Physical spaces, resources and systems are reviewed and developed to remove barriers to participation.

Statement of intent

Cam Hopton CE Primary School is proud of its highly inclusive culture, where leaders share a clear vision and relentless commitment to achieving excellence for every child. Inclusion is at the heart of our ethos and underpins all aspects of school life. Our ultimate objective is to ensure that every pupil, regardless of need, background or circumstance, feels a strong sense of belonging, participates fully in the life of the school and achieves well from their individual starting points.

We are ambitious for all learners, including those with SEND and additional needs, and are committed to ensuring that every child can access a broad, balanced and aspirational curriculum that prepares them successfully for the next stage of education and for life beyond primary school.

Our inclusion strategy is designed to remove barriers to learning, participation and achievement through a proactive, graduated and child-centred approach. A key strength of the school is its focus on high-quality adaptive teaching, which forms the foundation of our provision. This strength was recognised during our most recent Ofsted inspection and reflects our belief that effective classroom practice is the most powerful tool for ensuring inclusion. Teachers carefully adapt learning, resources and support so that pupils can learn alongside their peers wherever possible while maintaining high expectations for achievement and personal development.

Recognising the increasing complexity of need and the impact this can have on both individual pupils and the wider school community, Cam Hopton has developed a bespoke Enhanced Provision known as *The Den*.

The Den provides an effective bridge between mainstream and specialist provision, enabling us to meet a range of social, emotional, sensory, physical and academic needs while ensuring pupils remain fully included in school life. Operating as a low-demand, high-expectation environment, The Den offers a safe and nurturing space supported by skilled, trusted adults who help pupils develop confidence, resilience and independence.

Pupils remain valued members of their mainstream classes and continue to access learning and wider school experiences alongside their peers. Early identification of need, robust assessment systems and carefully planned interventions enable pupils to receive timely and appropriate support. Leaders monitor the quality and impact of provision closely, ensuring that approaches remain evidence-informed, responsive and focused on improving outcomes, wellbeing, engagement and readiness to learn.

We maintain high expectations for all learners and promote equality of opportunity by ensuring that every child is known, understood and valued as an individual. Diversity is celebrated through our curriculum, collective worship and wider enrichment opportunities, helping pupils develop empathy, respect and an appreciation of difference. Barriers to achievement are proactively identified and addressed through adaptive teaching, reasonable adjustments and personalised support. Regular review and evaluation ensure that inclusion remains dynamic and responsive, with

leaders continually refining provision to secure strong outcomes for pupils academically, socially and emotionally.

Partnership with families and the wider community is central to our approach. Parents and carers are actively involved through regular communication, review meetings, support planning and consultation opportunities. Pupil voice plays an equally important role, enabling children to contribute to decisions about their learning, wellbeing and support. We also work closely with governors, local authority services, health professionals and community partners to provide coordinated and effective support for children and families.

As a result, inclusion is not viewed as a separate element of school life but as an integral part of our culture and identity. Pupils with SEND and additional needs are fully included, achieve well, develop confidence and independence, and are supported to flourish both academically and personally. Through our unwavering commitment to inclusion, Cam Hopton provides a nurturing and ambitious environment where every child is encouraged to succeed, thrive and feel that they truly belong.

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 remains a barrier for some pupils with SEND, often due to factors such as anxiety, social and emotional needs, communication difficulties or medical needs. Reduced attendance can impact learning, wellbeing, progress and pupils' sense of belonging. The school works closely with families and external agencies to identify barriers early and provide targeted support to improve attendance and engagement.
2	Over recent years, the school has identified a growing prevalence and increasing complexity of pupils presenting with social, emotional and mental health (SEMH) needs. An increasing number of children require support to develop emotional regulation, transitions, resilience, self-confidence, positive relationships and coping strategies. These needs can manifest as heightened anxiety, difficulties managing emotions, aggressive behaviours, challenges in forming and sustaining

	relationships, reduced self-esteem, and barriers to engagement in learning such as emotionally based school avoidance.
3	Over recent years, the school has identified an increasing prevalence and complexity of communication and interaction needs among pupils. This includes difficulties with speech, language and communication, understanding and expressing language, social communication, conversational skills and interpreting social cues. Some pupils require additional support to develop the communication skills necessary to access learning, build positive relationships and participate confidently in school life. These needs can have a significant impact on learning. Pupils may find it difficult to understand instructions, express their ideas, ask for help, engage in discussion, work collaboratively with peers or demonstrate their understanding effectively. Difficulties with communication and interaction can also affect confidence, emotional wellbeing and social relationships, which may further influence engagement, independence and progress across the curriculum.
4	Over recent years, Cam Hopton CE Primary School has experienced a sustained increase in the number of pupils identified with Special Educational Needs and Disabilities (SEND), alongside a growing complexity of need. This includes pupils with communication and interaction needs, social, emotional and mental health needs, cognition and learning difficulties, and sensory or physical needs. As a result, a greater proportion of pupils require targeted support, specialist interventions and adaptations to enable them to access learning successfully. The cumulative impact of these needs also places increasing demands on the school budget through providing staffing, resources, training and specialist provision.

Activity in this academic year

These are the activities which we will 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 IF and core budget allocations)*
The school implements a robust attendance strategy for pupils with SEND, including early identification of attendance concerns, regular monitoring, tailored family support, Early Help intervention and close collaboration with external agencies where appropriate. Individualised approaches are used to address barriers to attendance, including anxiety, emotional wellbeing needs and difficulties with routines or transitions. Evidence: attendance figures. Children on PTTs can affect attendance data where they miss morning or afternoon registration but are in school for the majority if the rest of the day. Barrier addressed: 1, 2 and 3	Universal	FSW: £4558 ELSA: £6423 TEAA: £2028 Soft Start: £570
The Den has been funded and resourced as an enhanced provision, to support children with SEMH needs. And children who are struggling with the demand of a mainstream classroom. Also to ensure the safety and quality of education for children in the mainstream classrooms Evidence: Children identified as at risk of suspension and/or school avoidance These children are either on EHCP or My Plan+. Barrier addressed: 1 and 3	Targeted Specialist	Teacher: £11,758 SEND: TA x 2: £42062 Resources: £3000
Providing Speech and Language specialist teaching for children in Reception and Year 1.	Targeted specialist	£7200 (6 terms)

Evidence: Reception Baseline and SALT screening. I Can Foundation Research: Poor early language skills at %, means that children 4 times more likely to struggle with reading at age 11. Barrier addressed: 2		
Training for staff in: Total Communication, Trauma Informed approaches, Zones of Regulation, Emotion Coaching, ADHD Foundation strategies, EP led adaptations in the classroom. Barrier addressed: 1 and 2	Universal	
Within the school there are dedicated zones of regulation, calm areas, trusted adults e.g. SENCO, ELSA, TEAA, FSW, Den staff etc. Hub training for inclusive practice and adaptation to teaching pedagogy. Barrier addressed: 3	Universal	
Increase in dedicated SENCO time to work with external agencies and families, complete paper work and apply for high needs funding and resources. Barrier addressed 1, 2 and 3	Universal	£32,231 total
Maintaining and updating Early Help offer (see school website) Barrier addressed: 1, 2 and 3	Universal	
Engaging outreach services for children who need more specialist SEMH support e.g. Mind Jam, play therapy, alternative provision, Chance is Change, Young Minds Matter, Talk Well Barrier addressed: 1 and 2	Targeted Specialist	£2000

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
To improve attendance for pupils with SEND by reducing barriers to school attendance, increasing engagement and ensuring pupils can access learning consistently, participate fully in school life and achieve positive outcomes. Improving the engagement of parents/carers in encouraging good attendance.	By July 2027 • Attendance for pupils with SEND improves over time. • Persistent absence decreases. • Pupils engage more consistently in learning. • Pupils report a stronger sense of belonging and wellbeing. • Pupils make good progress academically, socially and emotionally.
The Den enables pupils to develop the confidence, resilience and self-regulation skills needed to access learning successfully, participate fully in school life and make positive academic, social and emotional progress. Through targeted support, pupils become increasingly independent, engaged and ready to thrive within their mainstream classroom and the wider school community.	By July 2027 • Improved emotional regulation and wellbeing. • Increased engagement in learning. • Greater confidence and independence. • Positive relationships with peers and adults. • Improved attendance and participation. • Successful access to mainstream learning. • Strong progress towards individual targets. • Pupils feel safe, supported and included
Improved communication and language skills, enabling pupils to access learning, participate confidently and achieve well.	By July 2027 • Improved understanding and use of language. • Increased confidence in communicating with adults and peers. • Greater participation in classroom learning and discussions.

	• Positive progress towards speech and language targets. • Improved social interaction and relationships • Improved reading at age 11. • Improved outcomes as a school leaver.
Staff have the knowledge and confidence to deliver high-quality inclusive provision that meets the needs of all learners.	By July 2027 • Staff demonstrate increased confidence in meeting diverse learning needs. • Adaptive teaching strategies are evident in classrooms. • SEND needs are identified and supported effectively. • Pupils with additional needs access learning successfully and make progress. • Inclusive practice is consistently applied across the school.
To strengthen pupils' emotional regulation, wellbeing and readiness to learn through access to dedicated Zones of Regulation spaces and trusted adults who provide consistent support and guidance.	On-going • Pupils can identify and regulate their emotions more effectively. • Pupils use agreed strategies to self-regulate and return to learning. • Pupils demonstrate improved wellbeing and resilience. • Pupils access support from trusted adults appropriately. • Increased engagement in learning and participation in school life. • Reduced incidents of dysregulation and barriers to learning.
To strengthen early identification, responsive support and effective coordination of provision through increased SENCO capacity, ensuring pupils with SEND receive timely and	July 2027 • SEND needs are identified and supported more promptly.

appropriate support to achieve their potential.	• Provision is monitored and reviewed effectively. • Staff receive timely guidance and support. • Families report positive communication and involvement. • Pupils with SEND make good progress from their starting points. • External agency involvement is coordinated efficiently
To ensure children and families receive timely support through a strong Early Help offer, enabling barriers to learning, attendance, wellbeing and engagement to be identified and addressed at the earliest opportunity.	On-going • Needs are identified and addressed early. • Families access appropriate support and guidance. • Improved pupil wellbeing, attendance and engagement. • Strong partnerships between school, families and external agencies. • Reduced escalation of need through timely intervention. • Pupils are better able to access learning and achieve positive outcomes.
To strengthen the school's capacity to meet a wide range of needs through effective engagement with outreach and specialist services, ensuring pupils receive timely, expert support that removes barriers to learning and improves outcomes.	As needed • Specialist advice informs provision and classroom practice. • Staff confidence and expertise in meeting pupils' needs increase. • Barriers to learning are identified and addressed more effectively. • Pupils access appropriate support at the earliest opportunity. • Improved academic, social and emotional outcomes for pupils. • Strong collaboration between school, families and external professionals.

Review of the previous academic year

***From year two**: (this is Year 1 of the strategy)*