Inclusion Strategy – Blacko 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	2026-2027
Date this statement was published	31st Dec 2026`
Date on which it will be reviewed	31st Dec 2027
Statement authorised by	Kate Richards

Statement of intent

At Blacko Primary School, our ambition is for every child to belong, participate and achieve. We are committed to creating a school where every pupil feels safe, valued and included, and where individual strengths and needs are understood so that all children can thrive academically, socially and emotionally.

As a small village school, we know our pupils and families exceptionally well. This enables us to identify strengths, needs and potential barriers to learning at the earliest opportunity and to work together to ensure that every child receives the support they need to succeed. We maintain high expectations for all pupils, recognising that inclusion is not about lowering expectations but about removing barriers so that every child can access ambitious learning, participate fully in school life and achieve their full potential.

Our Inclusion Strategy is rooted in the belief that high-quality teaching is the most important driver of success for pupils with SEND and additional needs. Through adaptive teaching, effective assessment, carefully sequenced learning, scaffolded support and strong relationships, we ensure that pupils can learn alongside their peers and develop increasing confidence and independence. Where additional support is required, this is timely, evidence-informed and regularly reviewed to ensure that it has a positive impact.

We recognise that pupils may experience a range of barriers to learning and participation, including difficulties with communication and interaction, cognition and learning, social, emotional and mental health needs, sensory or physical differences, attendance challenges, handwriting and transcription skills, mathematical fluency and understanding, and access to learning through consistent classroom practice. Through early identification, a graduated response and close partnership working, we seek to address these barriers before they become obstacles to long-term success.

Our approach is underpinned by the seven principles of inclusion. Through ambitious leadership and governance, inclusion remains central to school improvement. We prioritise evidence-based support and early intervention so that needs are identified and addressed as soon as possible. High-quality teaching, delivered through an ambitious curriculum designed for all learners, is the foundation of our inclusive practice. We provide accessible and enriching opportunities within and beyond the classroom so that every child can participate fully in school life. Through a safe, respectful and nurturing culture, we promote belonging, positive relationships and strong attendance. We work in partnership with families, Apex Collaborative Trust, governors and external services to secure the best possible outcomes for children, while continually improving the accessibility of our environment, provision and practice through evaluation and professional development.

Families are valued partners in their children's education. Through open communication, shared decision-making and regular review of provision, we work together to ensure that support is responsive, effective and centred on the needs of each child.

Our 2026 Ofsted inspection recognised the strength of our inclusive culture, positive relationships, high expectations and commitment to ensuring that pupils feel safe, valued and supported to succeed. Pupils described Blacko as “small but mighty”, reflecting the strong sense of belonging at the heart of our community. We are proud to be a school where every child is known, every voice matters and every learner is encouraged to be ambitious, successful and ready for the next stage of their education.

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	**Priority 1: Developing Handwriting Fluency, Presentation and Written Independence through High-Quality Teaching and Early Intervention** To ensure that all pupils, particularly those with SEND and disadvantaged pupils, develop fluent, legible and automatic handwriting that enables them to record their ideas effectively and access the full curriculum with increasing confidence and independence. Through high-quality teaching, consistent expectations, adaptive support and timely intervention, we aim to remove barriers associated with transcription skills so that pupils can focus more fully on communicating their knowledge and understanding. **How we know this is a priority:** Whole-school quality assurance activities undertaken during Summer 2026 identified variability in handwriting fluency, letter formation, presentation and automaticity across year groups. Internal attainment and work scrutiny evidence indicated that, for some pupils, handwriting was limiting the quality and quantity of written outcomes despite secure verbal understanding. SEND reviews and pupil progress discussions highlighted handwriting and transcription skills as barriers to curriculum access and independence for some learners. Pupil voice from July 26 identified that some children lacked confidence when completing extended written tasks due to the effort required for handwriting. The September 2026 Ofsted inspection recognised the school's ambition, inclusion and commitment to ensuring that all pupils can successfully access learning. Leaders identified further strengthening handwriting fluency and presentation as an important next step in securing equality of opportunity and enabling pupils to demonstrate their learning consistently across the curriculum. **Relevant Inclusion Principles:** • Evidence-based support prioritising early intervention (2) • High-quality teaching with a curriculum designed for all learners (3)

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
2	**Priority 2: Strengthening Foundational Mathematical Skills through Inclusive Teaching and Early Identification of Need** To ensure that all pupils, particularly those with SEND and disadvantaged pupils, develop secure number sense, mathematical fluency and mathematical reasoning through high-quality teaching, purposeful adaptation and timely intervention. By strengthening pupils' mathematical foundations, we aim to improve confidence, engagement and access to increasingly ambitious mathematical learning. **How we know this is a priority:** Assessment information and pupil progress reviews identify gaps in foundational mathematical knowledge and fluency for some learners. Diagnostic assessments and teacher observations highlight difficulties with number sense and mathematical language as barriers to future learning. Quality Assurance and monitoring activities show that secure mathematical foundations are critical to successful engagement with age-related curriculum expectations. Pupil voice from July 26 identifies mathematics as an area where some pupils require additional support to develop confidence and independence. Staff voice and shared monitoring indicated children have gaps in foundational knowledge which are requiring interventions in KS2 to address. Research from NCETM PD Accreditation courses that the AHT attends indicated this as good practice within schools Leaders recognise that early intervention and strong mathematical foundations are essential for securing long-term positive outcomes. **Relevant Inclusion Principles**: • Evidence-based support prioritising early intervention (2) • High-quality teaching with a curriculum designed for all learners (3)

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
3	**Priority 3: Embedding Classroom Consistency, Equality of Opportunity and Continuous Improvement** To further strengthen consistent approaches to teaching, adaptation and scaffolding so that all pupils, particularly those with SEND and disadvantaged pupils, can access an ambitious curriculum, participate fully in school life and experience a strong sense of belonging. Through high-quality teaching, staff will consistently break learning into small, manageable steps, regularly check for understanding and adapt activities and outcomes to remove barriers whilst maintaining high expectations and securing understanding of key knowledge, concepts and skills. **How we know this is a priority:** Quality assurance activities demonstrate strong inclusive practice across the school while identifying opportunities to further strengthen consistency between classes and subjects. Learning walks, work scrutiny and pupil discussions indicate that the most effective outcomes occur where adaptive teaching, scaffolding and checks for understanding are applied consistently. Monitoring activities identify that pupils achieve greatest success when learning is carefully sequenced, broken down into manageable steps and supported through timely adaptation. Pupil voice highlights the importance of predictable routines, clear explanations, manageable learning tasks and consistent support in helping pupils feel successful and included. Parent feedback values the school's inclusive culture and recognises the positive impact of consistent approaches across school. The September 2026 Ofsted inspection recognised the school's strong inclusive culture, positive relationships, high expectations and commitment to ensuring that pupils feel safe, valued and supported to succeed, providing a strong foundation for further strengthening classroom practice and equality of opportunity. **Relevant Inclusion Principles:** • Ambitious leadership and governance that embeds inclusion (1) • High-quality teaching with a curriculum designed for all learners (3) • A safe and respectful culture that fosters belonging and attendance (5) • Inclusive environments with continuous improvements to accessibility (7)

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)*
<u>Priority 1:</u> **Activity 1: Develop staff expertise in the foundations of handwriting** Deliver whole-staff professional development on the four foundations of effective handwriting: posture, position of paper, pencil grip and pressure. Establish a shared understanding of effective handwriting instruction and consistent classroom expectations across the school. **Evidence:** The evidence linked below supports this priority by demonstrating that explicit, consistent teaching of handwriting improves fluency, legibility and writing outcomes. Training staff in the foundations of effective handwriting helps establish a whole-school approach that reduces barriers to recording and supports pupils to become confident, automatic writers. • EEF Improving Literacy KS1 • EEF Improving Literacy KS2 • Little Wandle Handwriting Guidance **Inclusion principles:** High-quality teaching with a curriculum designed for all learners (3). **Barriers addressed:** Difficulties with handwriting fluency, presentation and written recording.	Universal	£750 Staff meeting time (£450) - 6 x 1 hour staff training sessions. Training materials/resources (£200) - guidance materials, handouts and exemplification. Subject leader preparation/review time (£100).

Priority 1: **Activity 2: Implement the Little Wandle Handwriting programme** Implement a progressive, evidence-informed handwriting curriculum through Little Wandle Handwriting to provide consistent teaching approaches, modelling, practice and expectations from Reception to Year 6. Ensure adaptations are available so that all pupils can access handwriting instruction whilst maintaining ambition and high expectations. **Evidence:** The evidence linked below supports this priority by demonstrating that a structured, systematic approach to handwriting, delivered consistently over time, improves letter formation, fluency and independence in writing. Implementing a whole-school programme ensures pupils receive high-quality modelling, practice and feedback, whilst adaptations and scaffolds enable all pupils to access learning and make progress within an ambitious curriculum. • EEF Improving Literacy KS1 • EEF Improving Literacy KS2 • Little Wandle Handwriting Guidance **Inclusion principles:** Evidence-based support prioritising early intervention (2); High-quality teaching with a curriculum designed for all learners (3). **Barriers addressed:** Difficulties with handwriting fluency, letter formation and written independence	Universal	£2000 Handwriting resources (£1,200) - pupil books, classroom materials and programme resources. Teacher release time (£500) - implementation planning and curriculum adaptation. Monitoring and launch support (£300).
Priority 1: **Activity 3: Establish regular moderation and monitoring of handwriting** Introduce termly shared book looks, handwriting moderation and pupil progress discussions to evaluate progress, identify emerging needs and ensure consistent expectations across classes. Findings will inform professional development and any refinements required to provision. **Evidence:** The evidence linked below supports this priority by highlighting the importance of ongoing monitoring,	Universal	£900 AHT/Subject Leader release time (£700) - termly book scrutiny, observations and moderation. Staff moderation meeting time (£200).

evaluation and implementation review to ensure that approaches are delivered consistently and achieve the intended outcomes. Regular moderation and monitoring help identify variation in practice, inform professional development and support continuous improvement, enabling high-quality provision for all pupils. • EEF Improving Literacy KS1 • EEF Improving Literacy KS2 • EEF Putting Evidence to Work (Implementation Guidance) **Inclusion principles:** Ambitious leadership and governance that embeds inclusion (1); Inclusive environments with continuous improvements to accessibility (7). **Barriers addressed:** Variability in classroom practice and presentation expectations.		
Priority 1: **Activity 4: Provide targeted handwriting intervention for pupils requiring additional support** Provide small-group and individual support for pupils identified through assessment, teacher referral and quality assurance processes. Interventions may include Dough Disco, fine motor development activities, handwriting intervention groups, pre-teaching and re-teaching to strengthen letter formation, fluency, stamina and independence. Progress will be reviewed regularly in partnership with pupils and families. **Evidence:** The evidence linked below supports this priority by demonstrating that early identification and targeted support can help pupils overcome barriers to learning before they become entrenched. Targeted interventions, delivered alongside high-quality classroom teaching and in partnership with families, can strengthen fine motor skills, handwriting fluency and independence, enabling pupils to access the curriculum more successfully. • EEF Improving Literacy KS1 • EEF Improving Literacy KS2 • EEF SEND in Mainstream Schools;	Targeted	**£2500** TA intervention delivery (£2,000) - approximately 4 x 30-minute interventions per week across 38 weeks. Fine motor and handwriting resources (£300). Assessment, review and parent liaison (£200).

Inclusion principles: Evidence-based support prioritising early intervention (2); Strong partnerships with families and wider services (6). **Barriers addressed:** Difficulties with fine motor development, handwriting fluency, written recording and independence.		
<u>Priority 2:</u> **Activity 1: Develop staff expertise in teaching early number and mathematical fluency** Provide professional development for teaching staff through NCETM Mastering Number training to strengthen understanding of early number, mathematical structures, representation, mathematical talk and effective pedagogy. Staff will share and embed evidence-informed approaches that support all pupils, particularly those with SEND and disadvantaged pupils, to develop secure mathematical foundations. **Evidence:** The evidence linked below shows that secure early number knowledge is fundamental to later mathematical success. Strengthening teachers' subject knowledge and pedagogy helps all pupils, particularly those with SEND and disadvantaged pupils, develop mathematical fluency, confidence and understanding. • <u>NCETM Mastering Number Programme</u> • <u>EEF Improving Mathematics in the Early Years and Key Stage 1</u> **Inclusion principles:** High-quality teaching with a curriculum designed for all learners (3). **Barriers addressed:** Gaps in number sense, mathematical fluency, mathematical language and confidence.	Universal	**£3000** NCETM training participation (£1,500) - 3 teachers and 1 TA attending monthly Maths Hub training. Staff meeting/dissemination time (£900) - 6 x 1 hour implementation meetings. Subject leader planning and support (£600).
<u>Priority 2:</u> **Activity 2: Implement Mastering Number from Reception to Year 6** Embed NCETM Mastering Number approaches across the school to strengthen number sense, fluency and conceptual understanding. Ensure consistent use of mathematical representations, stem sentences, retrieval practice and carefully	Universal	**£1500** Teaching resources/manipulatives (£800).

sequenced learning so that all pupils can access ambitious mathematical learning alongside their peers. **Evidence:** The evidence linked below shows that consistent use of structured approaches, representations and mathematical talk helps pupils develop number fluency and conceptual understanding. Embedding these approaches across the school supports all pupils to access ambitious mathematical learning and build secure mathematical foundations. • NCETM Mastering Number Programme • EEF Improving Mathematics in the Early Years and Key Stage 1 • EEF Improving Mathematics in Key Stages 2 and 3 **Inclusion principles:** Evidence-based support prioritising early intervention (2); High-quality teaching with a curriculum designed for all learners (3). **Barriers addressed:** Difficulties with number fluency, mathematical understanding and access to age-related mathematical learning.		Teacher planning and preparation time (£500). Printing, assessment and curriculum materials (£200).
Priority 2: **Activity 3: Establish regular monitoring, moderation and data review processes for mathematics** Implement termly mathematics moderation, pupil progress reviews, lesson visits, book scrutiny and analysis of assessment information to evaluate the impact of provision, identify emerging gaps and ensure consistency of practice across classes. Findings will inform future professional development, curriculum refinement and targeted support. **Evidence:** The evidence linked below shows that effective implementation relies on regular monitoring, evaluation and adaptation. Consistent review of teaching, assessment and pupil outcomes helps identify gaps, reduce variability in practice and ensure all pupils can access high-quality mathematics teaching.	Universal	**£900** AHT release time (£650) - 30 minutes weekly across the academic year. Termly moderation meetings (£150). Assessment and data analysis activities (£100).

• EEF Improving Mathematics in the Early Years and Key Stage 1 • EEF Improving Mathematics in Key Stages 2 and 3 • EEF Putting Evidence to Work (Implementation Guidance) **Inclusion principles:** Ambitious leadership and governance that embeds inclusion (1); Inclusive environments with continuous improvements to accessibility (7). **Barriers addressed:** Variability in classroom practice, misconceptions in key mathematical concepts and inconsistent access to learning.		
Priority 2: **Activity 4: Provide targeted mathematics intervention for pupils requiring additional support** Provide targeted small-group and individual intervention for pupils identified through assessment, teacher referral and pupil progress meetings. Support will focus on securing number sense, fluency, mathematical vocabulary and understanding through precision teaching, pre-teaching, same-day intervention and structured intervention programmes where appropriate. Progress will be reviewed regularly to ensure pupils successfully access classroom learning and develop increasing confidence and independence. **Evidence:** The evidence linked below shows that timely, targeted intervention can be an effective way to address gaps in learning and improve pupil outcomes. Delivering structured support alongside high-quality classroom teaching helps pupils develop secure mathematical understanding, confidence and independence whilst maintaining access to age-related learning. • EEF Teaching and Learning Toolkit: Small Group Tuition • EEF Special Educational Needs in Mainstream Schools Guidance Report **Inclusion principles:** Evidence-based support prioritising early intervention (2); Strong partnerships with families and wider services (6).	Targeted	£2500 TA intervention delivery (£2,000) - small-group number fluency and pre-teaching sessions. Intervention resources and manipulatives (£300). Assessment, progress reviews and family engagement (£200).

Barriers addressed: Gaps in number sense, mathematical fluency, mathematical language, confidence and independence.		
<u>Priority 3:</u> **Activity 1: Develop staff expertise in checking for understanding and responsive teaching** Deliver whole-staff professional development focused on checking for understanding and responsive teaching through Apex Core Practice, WalkThrus and evidence-informed research. Training will develop staff confidence in using strategies such as cold calling, mini whiteboards, probing questions, follow-up questioning, retrieval practice and responsive adaptation to identify misconceptions and ensure all pupils remain engaged in learning. **Evidence:** The evidence linked below shows that effective checking for understanding and responsive teaching help teachers identify misconceptions, adapt instruction and maintain high levels of participation for all pupils. Strengthening these classroom practices supports engagement, retention of learning and access to the curriculum, particularly for pupils with SEND. • <u>Tom Sherrington & Oliver Caviglioli - Teaching WalkThrus</u> • <u>Rosenshine's Principles of Instruction</u> • <u>EEF Special Educational Needs in Mainstream Schools Guidance Report</u> **Inclusion principles:** High-quality teaching with a curriculum designed for all learners (3). **Barriers addressed:** Difficulties with understanding, engagement, retention of learning and participation in lessons.	Universal	£1200 Staff training time (£600). Teaching WalkThrus/Apex resources (£300). Subject leader coaching and follow-up support (£300).
<u>Priority 3:</u> **Activity 2: Embed consistent classroom routines and instructional strategies across the school** Implement a shared set of evidence-informed teaching approaches through Apex Core Practice and WalkThrus, including I Do, We Do, You Do; I Say, You Say; explicit modelling; guided practice;	Universal	£800 WalkThrus resources and practitioner guides (£250).

retrieval practice and structured opportunities for pupil response. These approaches will ensure that learning is carefully sequenced, cognitive load is reduced and all pupils can successfully access ambitious curriculum content. **Evidence:** The evidence linked below shows that consistent instructional routines, explicit teaching and opportunities for guided practice support pupils to process, retain and apply new learning. Embedding shared approaches across the school reduces cognitive load, strengthens independence and helps all pupils access ambitious curriculum content. • Tom Sherrington & Oliver Caviglioli - Teaching WalkThrus • Rosenshine's Principles of Instruction • Education Endowment Foundation: Cognitive Science Approaches in the Classroom • EEF Metacognition and Self Regulated Learning Guidance Report **Inclusion principles:** High-quality teaching with a curriculum designed for all learners (3); A safe and respectful culture that fosters belonging and attendance (5). **Barriers addressed:** Difficulties with processing information, working memory, attention and independent access to learning.		Staff meeting and collaborative planning time (£350). Monitoring and implementation support (£200).
Priority 3: **Activity 3: Establish regular monitoring, coaching and evaluation of inclusive classroom practice** Implement a programme of learning walks, peer coaching, work scrutiny, pupil voice activities and quality assurance reviews to monitor the implementation and impact of agreed classroom practices. Findings will inform professional development and support leaders to identify strengths, address inconsistencies and continuously improve provision across the school. **Evidence:** The evidence linked below shows that sustained improvement in teaching practice requires ongoing monitoring, feedback and professional	Universal	**£1200** Leadership release time (£800) - learning walks, coaching and quality assurance. Peer coaching/release cover (£250). Pupil voice, surveys and evaluation activities (£150).

development. Regular evaluation and coaching help ensure that agreed approaches are implemented consistently, enabling leaders to identify effective practice, address variability and strengthen inclusive provision across the school. • EEF Putting Evidence to Work; • EEF Effective Professional Development **Inclusion principles:** Ambitious leadership and governance that embeds inclusion (1); Inclusive environments with continuous improvements to accessibility (7). **Barriers addressed:** Variability in classroom practice, inconsistent adaptation and unequal access to learning experiences.		

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
Pupils develop fluent, legible and increasingly automatic handwriting, enabling them to record their learning independently and access the full curriculum. *This supports high-quality teaching and early intervention through the removal of barriers associated with transcription and written recording.* *(Inclusion Principles 2 and 3).*	• Whole-school book scrutiny demonstrates improved consistency in handwriting, presentation and letter formation across year groups. • The proportion of pupils working at age-related expectations in writing increases, including pupils with SEND and disadvantaged pupils. • Targeted intervention records show improvements in fine motor skills, handwriting fluency and independence for identified pupils. • Pupil voice demonstrates increased confidence when completing written tasks. • Quality assurance activities show that agreed handwriting approaches are consistently implemented across all classes.
Pupils develop secure mathematical foundations, including number sense, fluency and mathematical reasoning, enabling them to access ambitious age-related learning and achieve success in mathematics. This supports evidence-based early intervention and high-quality teaching for all learners. *(Inclusion Principles 2 and 3).*	• Assessment data demonstrates improved attainment and progress in mathematics across all year groups. • Increased proportions of pupils, including those with SEND and disadvantaged pupils, achieve age-related expectations in mathematics. • Pupil progress reviews demonstrate narrowing gaps in identified areas of mathematical understanding and fluency. • Lesson visits and book scrutiny evidence consistent implementation of NCETM Mastering Number approaches. • Pupil voice reflects increased confidence, participation and resilience in mathematics lessons.

All pupils experience consistently inclusive classroom practice that enables them to access learning, participate fully and achieve positive outcomes, regardless of need, background or starting point. Through ambitious leadership, evidence-informed teaching and ongoing evaluation, barriers to learning are reduced and equality of opportunity is strengthened across the school. ***(Inclusion Principles 1, 3, 5 and 7).***	• Quality assurance activities demonstrate consistent use of agreed approaches to checking understanding, scaffolding, adaptation and responsive teaching across all classrooms. • Learning walks show routine use of evidence-informed strategies including modelling, cold calling, mini whiteboards, probing questions and checks for understanding. • Pupil voice demonstrates that pupils feel supported, included and able to participate successfully in lessons. • Parent feedback reflects confidence in the school's inclusive approach and support for individual needs. • SEND and disadvantaged pupils participate successfully in the full curriculum and wider school life, with positive attendance, engagement and progress outcomes. • Inclusion reviews demonstrate that barriers identified within the strategy have reduced over time and that provision continues to be refined through ongoing evaluation.

Review of the previous academic year

Not yet completed this cycle

Further information (optional)

Use this space to provide any additional information you think necessary to help others understand your strategy.