

Inclusion Strategy – Ormesby Village Junior 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	11.9.2026
Date on which it will be reviewed	10.9.2027
Statement authorised by	Bradley Young (Headteacher)

Statement of intent

We aim for every pupil at Ormesby Village Junior School (part of Ormesby Village Infant and Junior Schools Federation) to feel welcomed, valued and able to learn to the best of their ability. Our ultimate objectives are that: pupils with SEND and additional needs achieve strong academic progress and personal development; barriers caused by socio-economic disadvantage, trauma or language delay are reduced and families are engaged as partners.

This Inclusion Strategy focuses on a small number of high-impact actions that strengthen our universal offer and provide timely targeted support where needed. It does this by: investing in leadership and SEND capacity so colleagues can plan and monitor provision; developing teachers' skills in adaptive, evidence-based instruction so pupils access ambitious curriculum learning; expanding accessible enrichment opportunities; and providing early, evidence-based SEMH and speech, language and communication support. Activities are aligned to the DfE's seven principles of inclusion and chosen to embed practice consistently across the school.

Our approach reflects current school improvement priorities, is mindful of our context and follows evidence about early intervention and high-quality implementation. We will publish outcomes annually, review practice termly, and adjust investment to ensure the IMF and core budgets focus on fewer, well-implemented approaches that deliver consistent impact for all pupils. This details the key barriers to learning and

participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support.

Barriers to learning and participation

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	Detail of barrier to learning <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	SENDCO time is hindered by administrative tasks. The current workload model has limited the SENDCOs' capacity to lead strategic provision, monitor impact, work closely with children and coach staff.
2	High caseload and growing complexity of SEND needs for the SENDCOs who work collaboratively across both Infant and Junior schools. Both SENDCOs are teaching in the classroom for the majority of the week due to budgetary limitations. The large number of pupils on the SEND register (32/28%) and increasing complexity of needs (including 10 EHCPs and rising SEMH needs) has made provision management unmanageable for both SENDCOs.
3	A significant proportion of pupils have social, emotional and trauma-related needs which can hinder concentration, behaviour and learning progress. The need for therapeutic and SEMH support is sustained and increasing.

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 <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost: £6,729 <i>(this should account for spend from IMF and core budget allocations)</i>
Increase leadership capacity and reduce SEND administrative burden by delegating some of the SEND admin to the school secretary. Enable more release time for both SENDCOs where possible and where finances will allow. Establish within the two SENDCOs posts, one of them focusing on strategic leadership, the other on provision monitoring and teacher support, if possible alongside teaching commitments. This aligns with DfE recommendations on deploying resource to strengthen inclusive mainstream systems and RISE support for inclusive mainstream education (Inclusive mainstream fund: best practice for schools (DfE); RISE support for inclusive mainstream education (DfE)). Principle: 1. ambitious leadership and governance that embeds inclusion. Barriers addressed: 1, 2	Universal	Admin Overtime and Supply Costs for release time. £1,500
Provide targeted SEMH and trauma-informed therapeutic support: on-site short-term therapy (trained counsellor/play therapist), structured early intervention for at-risk pupils and staff training in trauma-informed approaches. This follows evidence on targeted mental health support and targeted-support frameworks. Purchase greater selection of SEMH	Targeted	Benjamin Foundation, Play Therapy and Resources £3,500

supportive resources. Consider support for Young Carers within the SEND register. Special Educational Needs in Mainstream Schools (EEF guidance report)). Principle: 2. evidence based support prioritising early intervention. Barriers addressed: 3		
Strengthen universal high-quality adaptive teaching by delivering CPD on the theme for all teachers and TAs focused on effective instruction, inclusive classroom practice (differentiation, scaffolding, metacognitive strategies) and speech & language-rich pedagogy. This will be implemented using the EEF Guide to Implementation and evidence on supporting SEND in mainstream classrooms (Guide to implementation (EEF); Special Educational Needs in Mainstream Schools (EEF guidance report)). Principle: 3. high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 2	Universal	Training Costs (VNET) £1,729

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
SEND leadership time increases for strategic activity and impact monitoring	By end of year: SENDCo(s) report a reduction of time spent on administration and termly SEND monitoring reports produced on schedule. Governor SEND monitoring demonstrates improved oversight (termly minutes).

Reduced impact of trauma/SEMH on learning for targeted pupils	By end of year: targeted pupils show measurable improvement on school SEMH screening and behaviour logs show reduction in the number and severity of incidents for those pupils. Referral-to-therapy waiting times reduced and individual plans show clear, recorded outcomes. (Addresses Barrier 3)
Improved quality first teaching for pupils with SEND and those with SEMH needs	By end of year: lesson observations and learning walks show that lessons evidence adaptive practice (scaffolding, clear instruction, language support). Progress measures: pupils on SEN register make at least expected progress over the year (school tracking). (Addresses Barriers 2)

Review of the previous academic year

From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.

To support this, you should use:

- *Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.*

Further information (optional)

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