Inclusion Strategy – *Roseberry 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	2026/27
Date this statement was published	31/12/26
Date on which it will be reviewed	31/7/27
Statement authorised by	Executive Headteacher

Statement of intent

At Roseberry Primary School, inclusion begins with a simple conviction: a child's circumstances, experiences or additional needs must never determine the limits of their future. Every pupil deserves to feel safe, valued and understood, to experience success and to participate fully in school life. We are ambitious for every child, particularly those facing the greatest barriers to learning.

With 51% of our pupils eligible for Pupil Premium and a high level of social, emotional and mental health (SEMH) need, we recognise that disadvantage and additional needs can intersect and compound barriers to attendance, engagement, wellbeing and achievement. We will not confuse equality with giving everyone the same support. Equity means identifying what each child needs and responding early, consistently and without lowering expectations.

Our strategy is rooted in seven connected commitments: ambitious outcomes for all; early identification of emerging needs; accessible, adaptive teaching and reasonable adjustments; strong relationships and emotionally safe environments; meaningful partnership with pupils and families; coordinated work with specialist professionals;

and evidence-informed evaluation and improvement. These commitments shape our universal classroom offer as well as additional, targeted provision. They ensure that inclusion is a whole-school responsibility, not something delegated solely to the SEND team.

We will prioritise relational approaches, predictable routines, communication and emotional regulation, alongside high-quality teaching and a graduated response to SEND. Where universal provision alone is insufficient, we will use carefully planned intervention, clear individual goals and regular reviews to ensure that support improves access to learning rather than unnecessarily separating pupils from it.

Our £15,508 Inclusive Mainstream Fund allocation is committed to the shared three-day Mental Health Practitioner model with Eldon Grove Academy. This investment is intended to improve access to timely SEMH support, strengthen early intervention and help staff respond confidently to complex emotional and behavioural presentations. We will work alongside Extol Trust's Head of Inclusion and relevant external professionals to develop coherent practice and build staff expertise.

Families are essential partners. We will listen to parents and carers, learn from their knowledge of their children, seek pupils' views and work with community and specialist services to shape and review support. We will use this dialogue, alongside attendance, assessment, safeguarding, wellbeing and participation information, to refine our priorities. Specific consultation findings will be recorded as the strategy develops.

Our measure of success is the lived experience of children: improved belonging, stronger engagement, better access to learning and sustained progress. At Roseberry, inclusion means ensuring that every child is known, every barrier is taken seriously and every possibility remains open.

Barriers to learning and participation

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	High levels of SEMH need create barriers to emotional regulation, relationships, attendance, engagement and readiness to learn. Baseline numbers, patterns and trends will be confirmed through school records.
2	With 51% of pupils eligible for Pupil Premium, disadvantage may intersect with SEND and SEMH needs, affecting access to learning, participation and achievement. School-level attainment, attendance and SEND analyses will identify specific gaps and priorities.

Activity in this academic year

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)*
Shared three-day Mental Health Practitioner model with Eldon Grove Academy: early identification, timely SEMH support, intervention planning and advice to staff (barriers 1–2).	Targeted, with universal staff benefit	£15,508 IMF contribution
Relational, inclusive teaching: predictable routines, adaptive teaching, reasonable adjustments, emotional regulation approaches and graduated SEND response (barriers 1–2).	Universal and targeted	Core school budget
Work with Extol Trust Head of Inclusion and specialist colleagues to strengthen staff expertise, SEND reviews and consistent practice (barriers 1–2).	Universal and targeted	Core/Trust provision – cost to be confirmed; no Roseberry IMF contribution recorded
Pupil and family voice, attendance and wellbeing monitoring, early help and multi-agency collaboration (barriers 1–2).	Universal and targeted	Core school budget
IMF total: £15,508, fully committed to practitioner provision. Other school/Trust costs require confirmation.	Funding summary	£15,508 IMF

Intended outcomes

Intended outcome	Success criteria
Pupils experiencing SEMH difficulties are identified early and receive timely, appropriate support.	Termly review of referrals, waiting times, support uptake, pupil-defined goals, wellbeing measures and attendance/engagement trends; analyse outcomes for disadvantaged pupils and those with SEND.
Inclusive teaching and relational practice improve participation and reduce barriers associated with disadvantage and SEND.	Termly review of adaptive teaching, support plans, staff development, pupil and family feedback, attendance, participation and attainment gaps against agreed baselines.