



Thornton Primary School Inclusion Strategy

Our Vision

At Thornton Primary School, we are committed to ensuring that every child receives the support they need to achieve academically, socially and emotionally. Guided by our values of **Love, Respect and Ambition**, we strive to create an inclusive environment where all pupils can thrive, regardless of need or starting point.

Our Approach

In line with the SEND Code of Practice, DfE guidance and Education Endowment Foundation (EEF) research, we recognise that **high-quality teaching is the most effective support for all learners**. Teachers remain responsible for the progress of every pupil in their class through adaptive teaching and effective classroom practice.

To maximise impact, support staff are deployed strategically to deliver targeted interventions rather than acting as permanent classroom support for individual pupils.

Targeted Intervention Support

Our teaching assistants and support staff provide evidence-informed interventions for pupils requiring additional support in the following areas:

Reading

- Phonics and early reading
- Reading fluency
- Vocabulary development
- Reading comprehension
- Precision teaching and catch-up programmes

Writing

- Handwriting and transcription
- Spelling
- Vocabulary development
- Sentence construction
- Writing intervention groups

Mathematics

- Number fluency



- Arithmetic
- Mathematical vocabulary
- Reasoning and problem-solving
- Pre-teaching and same-day intervention

Social, Emotional and Mental Health (SEMH)

- Emotional regulation
- Social skills development
- Resilience and wellbeing
- Nurture provision
- Attendance and engagement support

SEND and EHCP Support

Pupils with SEND and EHCPs receive provision tailored to their identified needs through the Assess–Plan–Do–Review cycle. Support staff deliver interventions and strategies identified within support plans whilst promoting independence and ensuring pupils maintain access to high-quality classroom teaching.

Measuring Impact

The effectiveness of interventions is reviewed regularly through:

- Pupil progress and attainment data
- Intervention entry and exit assessments
- Attendance and behaviour information
- Provision mapping reviews
- Pupil and parent voice

Intended Outcomes

Through the effective deployment of support staff, Thornton Primary School aims to:

- Improve outcomes in reading, writing and mathematics.
- Strengthen pupils' social, emotional and mental wellbeing.
- Narrow attainment gaps for disadvantaged and SEND pupils.
- Increase independence, confidence and engagement.
- Ensure every child receives the right support at the right time.

This strategy reflects our commitment to inclusive practice and ensuring that all pupils are enabled to achieve their full potential.