THORNTON PRIMARY SCHOOL

Love • Respect • Ambition

Inclusion Strategy 2026–2027

Our Vision

At Thornton Primary School, inclusion is fundamental to who we are and how we work. Our values of **Love, Respect and Ambition** underpin our commitment to ensuring that every child is valued, feels that they belong and is supported to achieve their full potential.

We are a highly inclusive mainstream primary school with a significant level of SEND and additional need within our school community. Our provision includes an 8-place Key Stage 2 SEMH SEND Unit, **The Orchard**, alongside a comprehensive whole-school approach to supporting pupils with SEND, disadvantaged pupils and pupils experiencing barriers to learning, attendance, behaviour and participation.

Our Inclusion Strategy is directly aligned with our **School Improvement Plan (SIP)**. The SIP identifies a key priority:

To develop a highly inclusive, evidence-informed teaching and learning culture where all pupils, particularly those with SEND, disadvantaged pupils and boys, achieve well across the curriculum through adaptive teaching, targeted intervention, high-quality professional development and ambitious classroom practice.

The Inclusion Strategy is therefore a key mechanism through which this whole-school priority is delivered.

1. Inclusion and School Improvement

Inclusion at Thornton is not a separate area of school improvement. It is embedded across our:

- teaching and learning;
- curriculum;
- achievement;
- attendance;
- behaviour;
- personal development and wellbeing;
- safeguarding;
- professional development;

- specialist provision;
- partnership with families and external agencies.

This directly reflects the structure of our School Improvement Plan, which identifies **Inclusion, Achievement, Curriculum & Teaching, Attendance & Behaviour, Personal Development & Wellbeing, Leadership & Governance and Safeguarding** as interconnected areas of improvement.

Our Inclusion Strategy will directly support the following SIP priorities:

Inclusion Strategy	School Improvement Plan link
Inclusive Quality First Teaching	**Inclusive Quality First Teaching**
Adaptive teaching	**Inclusive Quality First Teaching / Curriculum & Teaching**
Targeted academic intervention	**Targeted Support / Achievement**
SEND and EHCP provision	**Specialist Provision / Inclusion**
SEMH and regulation	**Specialist Provision / Personal Development & Wellbeing**
Attendance	**Attendance & Behaviour**
Behaviour and regulation	**Attendance & Behaviour / Personal Development & Wellbeing**
Staff development	**Professional Development / Inclusive Quality First Teaching**
Enrichment and belonging	**Personal Development & Wellbeing / Inclusion**
Pupil and parent voice	**Inclusion / Personal Development & Wellbeing**
Monitoring and evaluation	**Leadership & Governance / Inclusion**

2. Our Inclusion Priorities for 2026–2027

Our approach is based on the principle that **high-quality inclusive teaching is the foundation of successful inclusion**.

Our five priorities are:

Priority 1 – Strengthen inclusive quality-first teaching

We will ensure that teaching is consistently **inclusive, adaptive and ambitious** for all pupils across all subjects.

SIP link: Inclusive Quality First Teaching

The SIP specifically identifies adaptive teaching, scaffolding, dual coding, provision planning, vocabulary instruction, retrieval, modelling and checking for understanding as key active ingredients.

Priority 2 – Strengthen targeted support

We will ensure that additional support is **timely, evidence-informed and precisely targeted** to identified barriers.

SIP link: Targeted Support

The SIP identifies Reading, Writing, Maths, Attendance and the regulation of behaviour as key areas for intervention, supported by entry and exit assessment.

Priority 3 – Strengthen specialist provision

We will ensure that pupils with complex SEND, including pupils with EHCPs and pupils accessing The Orchard, receive high-quality specialist support while maintaining access to an ambitious and inclusive curriculum.

SIP link: Specialist Provision

The SIP specifically identifies specialist provision for pupils with complex SEND, EHCPs and pupils accessing the SEMH SEND Unit as a key improvement priority.

Priority 4 – Strengthen attendance, behaviour, wellbeing and belonging

We will remove barriers to attendance and participation and support pupils to develop emotional regulation, resilience, positive relationships and a strong sense of belonging.

SIP link: Attendance & Behaviour / Personal Development & Wellbeing

Priority 5 – Develop staff expertise

We will continue to develop staff expertise so that high-quality inclusive practice becomes increasingly embedded across the school.

SIP link: Professional Development / Inclusive Quality First Teaching

The SIP identifies professional development in areas including scaffolding, misconceptions, dual coding, dyslexia, dyscalculia, ADHD, autism, executive functioning and sensory processing.

3. Inclusive Quality First Teaching

SIP Priority: Inclusive Quality First Teaching

SIP Intention:
To ensure all teaching is consistently inclusive, adaptive and ambitious for all pupils across all subjects.

At Thornton, our starting point for inclusion is high-quality classroom teaching.

Teachers remain responsible for the progress of every pupil in their class. SEND should not automatically result in pupils being removed from high-quality classroom teaching.

Teachers will use adaptive teaching to remove barriers while maintaining high expectations.

This includes:

- clear learning objectives and success criteria;
- modelling and guided practice;
- checking for understanding;
- carefully planned scaffolding;
- concrete resources;
- visual resources;
- dual coding;
- Widgit symbols;
- explicit vocabulary instruction;
- retrieval practice;
- overlearning;
- appropriate chunking;
- repetition;
- structured talk;
- pre-teaching;
- same-day intervention where appropriate;
- carefully planned working walls and visual prompts.

These approaches directly reflect the active ingredients identified within the SIP.

Intended impact

We will know this is successful when:

- teaching is consistently adaptive and inclusive;
- pupils with SEND access the full curriculum successfully;
- pupils demonstrate increased independence;
- cognitive overload is reduced;
- vocabulary acquisition improves;
- boys demonstrate improved engagement and participation;
- attainment and progress improve for pupils with SEND and disadvantaged pupils.

These outcomes directly mirror the SIP's success criteria.

4. Targeted Support

SIP Priority: Targeted Support

SIP intention:
To ensure additional support is timely, evidence-informed and precisely targeted to meet pupils' needs.

Where high-quality classroom teaching alone does not remove a barrier, pupils may receive targeted support.

Our targeted support includes:

Reading

- phonics;
- early reading;
- fluency;
- vocabulary;
- comprehension;
- precision teaching;
- catch-up programmes.

Writing

- handwriting;
- transcription;
- spelling;
- vocabulary;
- sentence construction;
- targeted writing intervention.

Mathematics

- number fluency;
- arithmetic;
- mathematical vocabulary;
- reasoning;
- problem-solving;
- pre-teaching;
- same-day intervention.

SEMH

- emotional regulation;
- social skills;
- resilience;
- wellbeing;
- nurture;
- mentoring;
- attendance;
- engagement;
- behaviour regulation.

The SIP requires interventions to be focused on **Reading, Writing, Maths, Attendance and regulation of behaviour**, with entry and exit data collected for each pupil.

Provision mapping

Our Whole School Provision Map will identify:

- pupil need;
- provision;
- staff responsible;
- frequency;
- intended outcome;
- assessment measures;
- review points.

The provision map will be reviewed half-termly, using intervention data alongside pupil work, learning walks and wider pupil information. This directly reflects the SIP monitoring process.

5. SEND and EHCP Provision

SIP Priority: Specialist Provision

Pupils with SEND and EHCPs receive provision tailored to their identified needs through the **Assess–Plan–Do–Review** cycle.

Class teachers remain accountable for understanding and implementing EHCP outcomes, strategies and provision within everyday teaching.

The SIP explicitly identifies this responsibility for class teachers.

Support will be informed by:

- pupil strengths;
- pupil voice;
- parent/carer information;
- teacher assessment;
- SEND information;
- EHCP outcomes;
- specialist advice;
- attendance;
- behaviour;
- wellbeing;
- academic progress.

We will ensure that specialist provision complements rather than replaces high-quality mainstream teaching.

6. The Orchard – SEMH SEND Unit

SIP Priority: Specialist Provision

The Orchard is an integral part of Thornton Primary School's inclusive provision.

It provides specialist support for pupils with complex SEMH needs through:

- highly structured provision;
- therapeutic approaches;
- emotional regulation support;
- specialist teaching;
- personalised learning;
- social skills development;
- sensory regulation;
- specialist resources;
- two sensory rooms;
- carefully planned access to wider school life.

The SIP identifies that the SEMH SEND Unit should provide **highly structured therapeutic, emotional regulation and academic support** and that trauma-informed and relational approaches should underpin specialist provision.

We will continue to develop strong links between The Orchard and mainstream classrooms so that pupils experience a coherent, ambitious and inclusive education.

7. SEMH, Behaviour and Regulation

SIP Links: Specialist Provision / Attendance & Behaviour / Personal Development & Wellbeing

We recognise that emotional regulation and readiness to learn are important prerequisites for successful learning.

Our approach includes:

- nurture;
- mentoring;
- Behaviour Mentor support;
- Family Learning Mentor support;
- emotional literacy;
- regulation strategies;
- social skills;
- therapeutic approaches;
- trusted adults;
- restorative approaches;
- personalised support;
- graduated behaviour plans where appropriate.

The SIP identifies personalised timetables and Graduated Behaviour Plans as strategies that may support readiness to learn.

Our behaviour curriculum reinforces our expectations:

Be Responsible
Be Ready
Be Kind

We maintain high expectations while recognising that some pupils require additional teaching and support to understand and meet these expectations.

8. Attendance

SIP Link: Attendance & Behaviour

Attendance is a fundamental part of inclusion.

Regular attendance provides access to:

- teaching;
- relationships;
- intervention;
- enrichment;
- pastoral support;
- friendships;
- wider school experiences.

We will identify and address barriers to attendance, particularly where these are associated with SEND, SEMH, anxiety, behaviour, family circumstances or difficulties engaging with school.

Our approach includes:

- early identification;
- attendance monitoring;
- analysis of persistent absence;
- individualised support;
- family engagement;
- Learning Mentor intervention;
- links between attendance, behaviour and wellbeing;
- celebration of improved attendance.

The SIP already identifies **weekly attendance monitoring** as part of the monitoring of specialist provision.

9. Disadvantaged Pupils and Inclusion

SIP Links: Inclusion / Achievement / Attendance & Behaviour

Our inclusion strategy recognises that disadvantage can interact with SEND, attendance, behaviour, wellbeing and academic attainment.

We will therefore monitor the experience and outcomes of disadvantaged pupils, including pupils eligible for Pupil Premium.

Particular attention will be given to:

- attendance;
- persistent absence;
- punctuality;
- reading;
- writing;
- mathematics;
- behaviour;
- engagement;
- wellbeing;
- access to enrichment;
- progress from individual starting points.

Targeted support will be based on identified barriers rather than assumptions about individual pupils.

Our aim is to reduce barriers and ensure that disadvantaged pupils experience the same level of ambition, belonging and opportunity as their peers.

10. Boys and Inclusion

SIP Links: Inclusion/Achievement/Curriculum & Teaching

The SIP specifically identifies the achievement and engagement of boys as an important area of focus.

Our inclusive approach will therefore monitor:

- engagement;
- participation;
- behaviour;
- attendance;
- attainment;
- progress;
- reading;
- writing;
- mathematics.

The SIP identifies improved engagement and participation for boys alongside a reduction in moderate and serious behaviour incidents as intended outcomes of inclusive quality-first teaching.

Our approach will focus on removing barriers to learning while maintaining high expectations.

11. Curriculum Access and Achievement

SIP Links: Curriculum & Teaching/ Achievement/Inclusion

All pupils should have access to an ambitious curriculum.

SEND should not automatically result in pupils receiving a reduced curriculum.

Teachers will identify the most appropriate adaptations to enable pupils to access the same ambitious curriculum wherever possible.

This includes:

- vocabulary support;
- visual resources;
- concrete resources;
- scaffolding;
- pre-teaching;
- repetition;
- appropriate adaptations;
- alternative ways of recording where appropriate;
- explicit teaching of independence.

Targeted interventions will complement rather than unnecessarily replace curriculum access.

Our intended outcome is that pupils with SEND and disadvantaged pupils make strong progress from their starting points and experience success across the curriculum.

This directly supports the SIP ambition for pupils with SEND, disadvantaged pupils and boys to achieve well across the curriculum.

12. Professional Development

SIP Links: Professional Development / Inclusive Quality First Teaching / Specialist Provision

Staff expertise is central to successful inclusion.

Professional development will focus on identified school priorities, including:

- adaptive teaching;
- scaffolding;
- misconceptions;
- dual coding;
- provision planning;
- dyslexia;
- dyscalculia;
- ADHD;
- autism;
- executive functioning;
- sensory processing;
- SEMH;
- trauma-informed practice;
- communication and language.

The SIP requires staff professional development to be evaluated through entry and exit surveys, learning walks and other monitoring activities.

SEND Spotlight Briefings will reinforce previous training and provide opportunities for staff to revisit and apply key learning.

13. Enrichment, Participation and Belonging

SIP Link: Personal Development & Wellbeing / Inclusion

Inclusion extends beyond the classroom.

We want every child to participate in the wider life of Thornton Primary School.

This includes:

- Forest School;
- sport;
- football;
- running;
- computing;
- chess;
- singing;
- dancing;
- art;
- dodgeball;

- hockey;
- enrichment activities;
- leadership opportunities;
- clubs;
- assemblies;
- school events.

Where necessary, reasonable adaptations will be made to enable pupils with SEND to participate.

We will monitor not only academic outcomes but also **participation, engagement, confidence, independence and belonging**.

14. Family and Professional Partnerships

SIP Links: Inclusion / Specialist Provision / Personal Development & Wellbeing

Parents and carers are key partners in understanding children's strengths, needs and barriers.

We will work collaboratively with families and external professionals to:

- identify needs;
- understand barriers;
- agree provision;
- review progress;
- plan transitions;
- review EHCP outcomes;
- support attendance;
- support wellbeing;
- evaluate interventions.

The SIP identifies parent/carer involvement as part of specialist provision and identifies stronger partnership working as an intended outcome.

15. Monitoring and Evaluation

SIP Link: Leadership & Governance / Inclusion

The impact of our Inclusion Strategy will be monitored through the existing School Improvement Plan monitoring cycle.

We will triangulate evidence from:

- pupil progress data;
- attainment data;
- intervention entry and exit data;
- attendance;
- behaviour;
- pupil voice;
- parent/carer voice;
- learning walks;
- book scrutiny;
- provision mapping;
- staff voice;
- EHCP reviews;
- external specialist reviews.

The SIP already establishes:

- weekly English and Maths monitoring;
- half-termly learning walks;
- book scrutiny;
- half-termly provision map review;
- pupil voice;
- governor monitoring;
- external SEND quality assurance.

This ensures that inclusion is monitored through the same rigorous improvement processes as other whole-school priorities.

16. Inclusion Success Criteria

Our Inclusion Strategy will be judged against the outcomes identified within the School Improvement Plan.

By the end of 2026–2027, we aim to demonstrate:

Teaching and learning

- Consistently inclusive and adaptive teaching.

- Increased use of effective scaffolds and vocabulary support.
- Reduced cognitive overload for vulnerable learners.
- Pupils with SEND successfully accessing the full curriculum.

Achievement

- Improved progress for pupils with SEND.
- Improved outcomes for disadvantaged pupils.
- Reduced attainment gaps.
- Improved engagement and participation for boys.

Targeted support

- Interventions demonstrate clear progress.
- Provision is precisely matched to identified need.
- Entry and exit data informs future provision.
- Support staff are increasingly effective in delivering evidence-informed intervention.

Specialist provision

- EHCP provision is implemented consistently.
- Increased pupil engagement and participation.
- Improved emotional regulation.
- Reduced dysregulation and behavioural incidents.
- Stronger links between specialist and mainstream provision.

Attendance and wellbeing

- Earlier identification of attendance barriers.
- Improved attendance for targeted pupils.
- Improved wellbeing and readiness to learn.
- Increased participation in wider school life.

Staff

- Increased staff confidence in supporting SEND and SEMH.
- Professional development has demonstrable impact on classroom practice.
- Staff consistently implement agreed strategies.

Partnership

- Stronger parent/carer engagement.
- Positive pupil and parent voice.
- Effective multi-agency collaboration.

These success measures directly connect with the outcomes already identified within the SIP for Inclusive Quality First Teaching, Targeted Support and Specialist Provision.

17. Leadership and Governance

Inclusion is a whole-school responsibility.

The Headteacher, Senior Leadership Team, SENDCo, teachers, support staff, pastoral team, governors and specialist colleagues all contribute to the successful implementation of this strategy.

The Inclusion Strategy will be reviewed alongside the School Improvement Plan to ensure that:

- priorities remain aligned;
- resources are appropriately deployed;
- provision is effective;
- staff development responds to need;
- pupil outcomes improve;
- barriers are identified and addressed;
- governors have clear oversight of impact.

The SIP identifies Senior Leaders, the SENDCo, Professional Development Lead, Class Teachers and support staff as responsible for delivering and monitoring the relevant inclusion priorities.

18. Our Commitment

At Thornton Primary School, we believe that **inclusion is not about providing something different for a small number of children. It is about creating a school where difference is understood, barriers are removed and every child can belong and succeed.**

Our Inclusion Strategy supports our wider School Improvement Plan and ensures that our commitment to inclusion is translated into:

high-quality teaching → early identification → targeted support → specialist provision → improved outcomes.

We will continue to hold high expectations for every pupil while recognising that pupils may need different pathways, adaptations and levels of support to achieve them.

Our values remain at the heart of everything we do:

Love

We nurture, support and care for every child.

Respect

We value every child's individuality, voice, experiences and strengths.

Ambition

We believe every child can achieve and we refuse to allow additional needs to become a barrier to aspiration.