Inclusion Strategy – *Corby Primary Academy*

This statement details our academy's approach to delivering inclusive practice for all children, including those with SEND, funded by our core academy budget (including the notional SEN budget) and the inclusive mainstream fund (IMF).

Strategy overview

Academic year that our current Inclusion Strategy covers	2026/27
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement produced by	Emma Adams, SENDCo
Statement authorised by	Kirsty Foley, Principal Darren Price, Education Director
Academy % SEN Support	9.2%
Academy % EHC Plan	5.6%
IMF allocation	£18,000

Statement of intent

The purpose of the Inclusive Mainstream Fund is to help schools become more inclusive by design. The fund supports schools to strengthen their universal offer, remove common barriers to learning and participation, and provide early, effective support for pupils with additional needs and SEND. We use this funding, alongside our core budget and notional SEN budget, to ensure that inclusion sits at the heart of Corby Primary Academy.

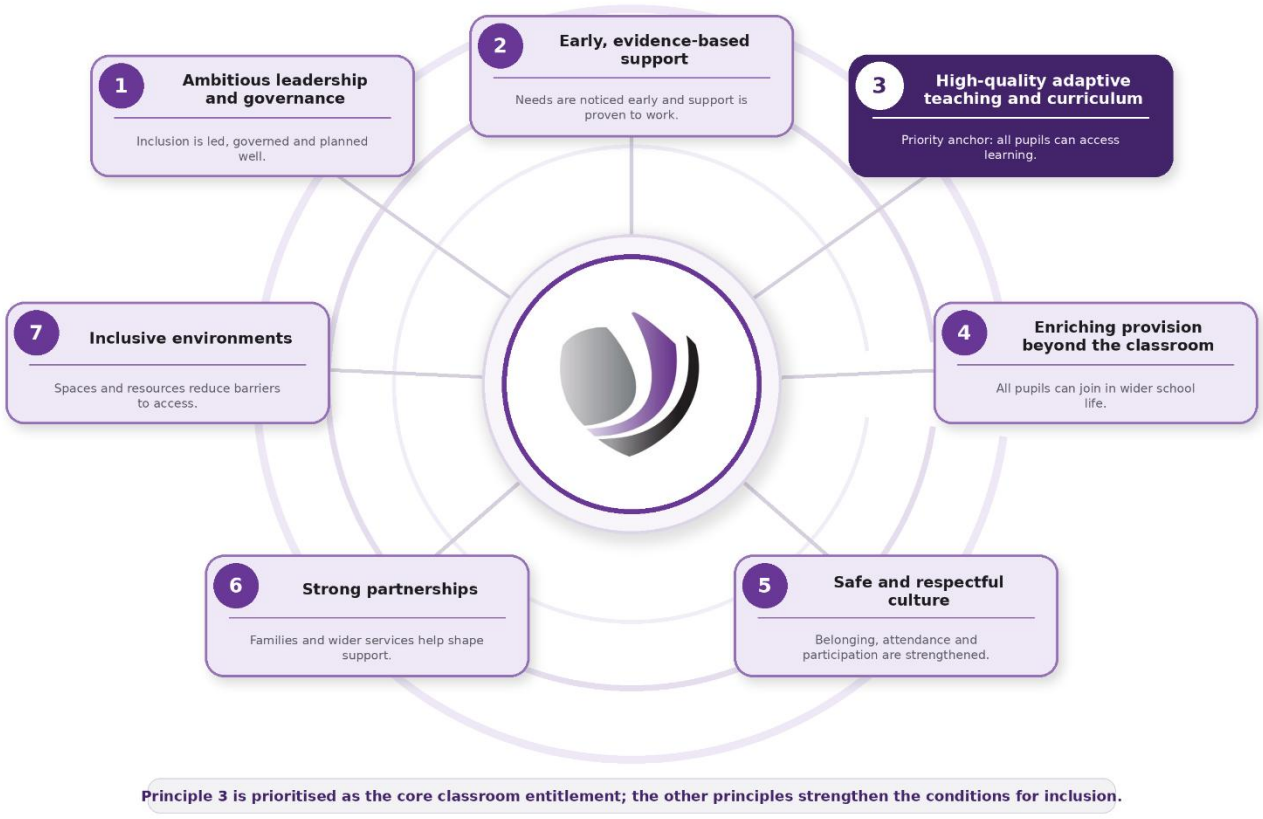
This inclusion strategy sets out how the academy invests in a small number of carefully chosen activities that improve outcomes for pupils. These activities aim to help more pupils access learning, feel safe, develop independence, attend well, take part fully in school life, and achieve well.

As this is the first year of the Inclusive Mainstream Fund, the academy has chosen to publish a one-year strategy. This allows leaders to focus funding, time and staff development on a small number of high-impact priorities. The academy does not see this work as starting from scratch. It builds on the inclusive practice that is already in place, such as high-quality teaching, adaptive teaching strategies, pastoral support, transition arrangements, reasonable adjustments, targeted interventions, pupil voice, work with families, and support from external professionals.

Leaders have developed this strategy by looking carefully at the needs of its pupils and the barriers they face. This has included consulting parents, pupils and staff to ensure that the strategy reflects local needs and the lived experience of children at the academy.

Leaders' analysis of stakeholder feedback identifies language and communication as a priority across the academy, from nursery onwards. This is due to both the number of children experiencing difficulties with speech and/or language development and the above-average number of EAL children. Neurodiversity (whether diagnosed or suspected) is also a significant barrier, impacting on school attendance, access to the classroom and emotional wellbeing. Mental health and wellbeing is a barrier for a number of children as anxiety rates increase. Finally, the number of children with identified SEND who attend an extra-curricular activity is much lower than we would like, showing there are barriers for participation that need addressing.

Our strategy is organised around the seven principles of inclusion. The principles give a clear structure for planning, checking and improving inclusive practice.



Within this layered approach, the academy places the strongest emphasis on Principle 3 (high-quality adaptive teaching with curriculum designed for all learners). This is because high-quality teaching is the primary lever for improving outcomes for all pupils, especially pupils with SEND. Corby Primary Academy, therefore, prioritises the ongoing professional development of staff and academy-wide, evidence-based approaches to learning that benefit all children.

Every activity in this strategy has a clear rationale and a secure evidence base. Leaders use the DfE best practice guidance, the EEF's Guide to Inclusive Teaching, and other well-supported evidence on effective inclusive provision to choose approaches that are likely to make a difference. The academy follows the same discipline used in effective pupil premium planning: diagnose needs, use reliable evidence, develop a focused strategy, deliver and monitor it well, and evaluate and sustain what works.

The academy also uses the EEF's guidance on implementation. Leaders know that a good idea only improves outcomes when staff understand it, believe in it, and have the support to put it into practice. The academy therefore plans how each activity will be introduced, who will lead it, how staff will be trained, how progress will be monitored, and how leaders will adapt the work if needed. Leaders engage staff and the school community, unite people around what is being implemented and why it matters, and reflect, monitor and adapt throughout the year.

The activity section of this strategy makes these implementation arrangements visible. For each chosen activity, it shows the barrier being addressed, the inclusion principle (and any secondary principles) it links to, the planned actions, the intended outcome, the success criteria, the evidence that supports the approach, the staff development needed, and how impact will be checked. This helps trustees, leaders, staff, families and pupils understand how the strategy moves from planning into everyday practice.

Leaders review the impact of this strategy throughout the year. The progress section of this strategy has been included to record termly summaries of leaders' ongoing monitoring. As this is the first year of the Inclusive

Mainstream Fund, the first annual review will take place at the end of the 2026/27 academic year – this will be recorded in the review section at the end of this strategy.

Corby Primary Academy aligns and unites this work with wider academy improvement priorities through its AIP, so that inclusion remains central to school improvement and every pupil has the best possible chance to achieve and thrive.

Barriers to learning and participation

This section details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support

Ref.	What is the barrier?	How do we know it is a barrier?
A	**Language and Communication** Why this is a barrier: • Children with EAL frequently arrive with no, or limited English. • Parents of children with EAL are not yet secure with English. • Parents with EAL can find it difficult to support their children with specific areas of learning (e.g. phonics) due to speech sound differences. • Children with emerging speech, language and communication needs find literacy development more difficult. • Communication is core for all learning. • Children without secure communication skills are vulnerable e.g. they cannot share their experiences and worries	The number of children identified as EAL is 33% compared to the national figure of 23.8%. Parental feedback from Inclusion Questionnaires. 8.3% of all pupils identified as having SEND have SLCN as their primary need. 68% of all pupils with an EHCP have SLCN identified as their primary need. 16 pupils in Reception 2025-26 were identified as needing direct work on speech sounds, 27% of the cohort. This academic year, we have initially screen priority children based on early identification of needs. 12 children (21% of the cohort) have been identified as requiring immediate intervention. 6 children from Reception to Y6 are pre-verbal. Staff inclusion survey (October 2026) identifies that supporting EAL families to understand school information is a priority for a more inclusive approach.
B	**Neurodiversity** • Including children who are on the pathway for a diagnosis of ASD and/or ADHD. Why this is a barrier: • Sensory differences and associated regulation difficulties. • Generalised learning difficulties requiring bespoke provision with high levels of adult support. • Anxiety related to neurodivergence. • Sleep difficulties • Difficulties managing change in routine, environment and adults. • Above all impacting on school attendance.	13 children across the school have a diagnosis relating to neurodiversity, with a further 26 on the pathway for assessment. 39 pupils, which equates to 9% of the school population. 100% of pupils who are on a reduced timetable are identified as having, or potentially having, neurodiversity. (4 pupils) With 2 of these pupils being on a reduced offer due to being integrated in from another school (one with a prior permanent exclusion) and 2 awaiting specialist placement as CPA has identified needs cannot be met in mainstream. 20.9% of pupils with persistent absence have an EHCP . All of these children have either a diagnosis

<table>
<tr><td></td><td></td><td>of neurodiversity, or on assessment pathways for diagnosis.

All children who are taught predominantly in our ‘Enhanced Provision’ have ASD as their primary need, or are awaiting diagnosis.

Staff inclusion survey (October 2026) identifies there are concerns with how high-functioning neurodivergent children are supported in school, particularly those who ‘mask’.</td></tr>
<tr><td>C</td><td>Mental Health and Wellbeing

Why this is a barrier:
Anxiety around school attendance, transitions and managing change.
Difficulties with negotiating friendships and peer interactions impacting on children’s wellbeing in school.
Children not getting adequate sleep due to worries and/or poor sleep hygiene.
Children experiencing difficulties within the home environment, which impact on presentation, engagement and motivation within school.</td><td>MHST audit in 2026 identified that children value ‘safe spaces’ within the classroom, but would like this to be available when they are outside as well.

Inclusion Questionnaires further identified the use of ‘safe spaces or ‘calm corners’ and fidget objects as being something children value as well as sharing that when the classroom is quiet it is easier to learn and concentrate.

There were 12 referrals to MHST in academic year 2025-26. All referrals identified anxiety as the main cause for concern.

MHST audit in 2026 identified children in upper KS2 are worried about their sleep and feel they don’t get adequate sleep, citing difficulties in calming and relaxing.</td></tr>
<tr><td>D</td><td>Additional Needs Impacting on Participation in Extra-Curricular Activities

Why this is a barrier:
Whilst children in receipt of Pupil Premium have funded or subsidised places in extra-curricular activities, no such scheme exists for children with identified SEND. This is because PP identifies a financial barrier, whilst a SEND identification does not have a correlation with finances.
Non-school staff leading extra-curricular activities, meaning exposure to additional new adults and further transition points.</td><td>Staff inclusion survey (October 2026) identifies that adults in school feel children with SEND are unrepresented in clubs and after-school activities, therefore impacting on their wider emotional wellbeing and feelings of belonging.

Data analysis confirms that children with identified SEND (including those with an EHCP) are under-represented in extra-curricular activities.

<table>
<tr><th>Activity</th><th>Total Children Attending</th><th>Number of SEND Support</th><th>Number with an EHCP</th></tr>
<tr><td>Breakfast club</td><td>69</td><td>7</td><td>1</td></tr>
<tr><td>After-school club</td><td>81</td><td>6</td><td>3</td></tr>
<tr><td>Gymnastics</td><td>27</td><td>2</td><td>0</td></tr>
<tr><td>Dodgeball</td><td>27</td><td>3</td><td>2</td></tr>
<tr><td>Multi Skills</td><td>25</td><td>1</td><td>2</td></tr>
<tr><td>Taekwondo</td><td>32</td><td>3</td><td>1</td></tr>
<tr><td>Jam Coding</td><td>7</td><td>1</td><td>0</td></tr>
<tr><td>Choir</td><td>19</td><td>1</td><td>1</td></tr>
</table></td></tr>
</table>

		Rock Steady	29	2	3

Activity in this academic year

This section sets out the activities we have prioritised this academic year – across the seven principles of inclusion – 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 our universal offer.

Principle 1: *Ambitious leadership and governance*

Activity 1.1	To complete Year 1 of the Local Authority RAISE initiative.				
Barrier ref.:	B and C	***Activity type:***	Universal	***Budget:***	£2,000
Secondary principle(s) of inclusion that this activity supports:	5, 6 and 7				

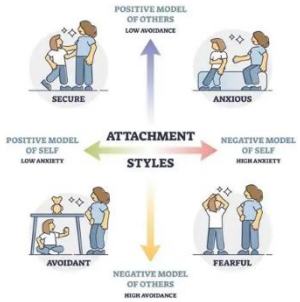
Description (including intended outcome):
The academy will be working on North Northants RAISE (Relational Approaches for Inclusive and Successful Education) Programme, which provides training and follow-up support to mainstream schools to embed relational and trauma-informed approaches.
Relational approaches benefit all children, but particularly those with additional needs such as SEMH or communication difficulties, those who have experienced trauma, or those affected by adverse childhood experiences.
The RAISE programme is delivered in two phases:
Year 1: Relational approaches training and bespoke support
Year 2: Trauma-informed approaches
RAISE champions will work with the RAISE trainers to identify areas for development across the academy and agree next-steps through action planning. Where training needs are identified this can be sourced from local sources such as the educational psychology service, as well as utilising existing staff expertise.
The intended outcome is that the RAISE initiative will inform and develop practice across the academy at all levels, with policy change (reinforcing the relational approach and moving away from the punitive) to the daily language and interactions between adults and pupils.
Funding will be used to develop resources to embed RAISE, for example restorative resources for each classroom, as well as releasing staff from the classroom to allow professional development time.

Success criteria:
- Staff will feel more confident in using relational approaches in their daily practice (as evidenced through RAISE feedback questionnaires)
- Pupils in school will feel heard and understood, which will be evidenced through a reduction in behaviour incidents, improved attendance and pupil voice gained through RAISE questionnaires.

Evidence to support this approach:
Research consistently shows that strong relationships in schools positively impact children's success. Investing in relational practices leads to improved inclusion, engagement, attainment, and achievement in the short term, and enhances community safety and cohesion in the longer term.

RAISE is built on a range of psychological evidence and is underpinned by Maslow's hierarchy of needs and attachment theory.





NICE guidance from 2022 recommends that schools 'ensure that the school has a culture, ethos and practice that strengthens relational approaches and inclusion, and that recognises the importance of psychological safety'. Recommendations | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE

Leadership and stakeholder engagement:

- SENCO identified as RAISE Champion, with a small number of teachers/TAs showing an interest in widening this to a RAISE Team.
- Senior Leadership Team initial meeting to set whole-school priorities (1.5 hours)
- Pupil surveys
- Whole-staff training (3 hours)
- Staff feedback and identification of training needs.

Monitoring:

- Up to 6 school-based contact sessions with Local Authority RAISE link to cover: support on embedding principles in school, individual and systemic problem solving, bespoke follow up training, clinical supervision and evaluation.
- Action plan developed and shared with senior leaders to identify priorities for the year, timescales and resources required. To be monitored by the Principal in link meetings with the SENCO.

Principle 2: *Early, evidence-based support*

Activity 2.1	Introduce specialist speech and language support at EYFS and KS1 level				
Barrier ref.:	A and B	***Activity type:***	Universal and Targeted	***Budget:***	£5,000
Secondary principle(s) of inclusion that this activity supports:	1, 3 and 7				

Description (including intended outcome):

The academy already has a process in place for identifying children experiencing speech sound difficulties using the Speech Link assessment and intervention programme. This is delivered by non-specialists and children access small-group speech interventions. Where initial assessment identifies that a child requires specialist input, this leads to an NHS SALT referral. Children are currently waiting between 1 and 3 years for an initial assessment with SALT, which delays their support and therefore their ability to make progress with their language development. Children in school who have SALT identified in Section F access this support through a dedicated team who observe, undertake assessments and provide recommendations for intervention and teacher adaptations, as well as for annual reviews.

The intended outcome is that by purchasing a bespoke package of support from an Independent SALT provider we can not only target children with identified speech and/or language difficulties, but it will allow us to access specialist training and development for teachers and TAs working across EYFS and KS1. Professional development of staff will lead to higher-quality, adaptive teaching and learning that benefits all children, not only those with an identified need.

The bespoke offer would look to include:

- One full day of SALT support in school each fortnight

- Comprehensive assessments and reports for targeted children to inform next steps and provision
- Regular direct therapy sessions for pupils
- Parent and teacher/TA liaison
- Staff training based on audited need
- Training resources

Success criteria:

- Pupils requiring specialist input have this in place quickly as therapy is directly commissioned and can be started straight after Speech Link screening.
- Curriculum access will improve for children with identified language comprehension difficulties as quality first teaching is developed through professional development opportunities.
- All pre-verbal children have appropriate communication supports in place (e.g. communication boards, AAC) based on professional advice.
- Literacy levels improve (as evidenced by phonics screening and FFT data) due to the clear correlation between speaking and listening skills and literacy development.

Evidence to support this approach:

'Improving Literacy in Key Stage 1' Guidance Report, EEF Literacy_KS1_Guidance_Report_2020.pdf
This EEF document identifies 8 key recommendations for developing literacy at KS1, with the first recommendation being to 'develop pupils' speaking and listening skills and wider understanding of language'.
'Preparing for Literacy: Improving communication, language and literacy in the early years' Guidance Report, EEF Preparing_Literacy_Guidance_2018.pdf
This EEF document identifies 7 key recommendations for supporting literacy and language development across EYFS, with the first recommendation being to 'prioritise the development of communication and language'. In addition, recommendation 7 is 'use high quality targeted support to help struggling children' and identifies that more specialist services are best delivered by professionals outside of the school staff e.g. speech and language therapists.

Leadership and stakeholder engagement:

- SENCO to identify children who require targeted support.
- Training for staff to be delivered by specialists, with oversight by the SENCO
- SENCO to monitor impact of specialist support and training.
- SENCO to report to wider SLT and Principal as part of the monitoring cycle.
- Parents to consent to targeted support and be given regular updates, including assessment and review reports and/or face to face meetings.

Monitoring:

- Baseline assessments of both speech and language to identify targeted cohort.
- Entry and exit assessment data, alongside narrative from direct sessions.
- SENCO observation of sessions and feedback from staff accessing specialist training support.

Principle 3: *High-quality adaptive teaching and curriculum design*

Activity 3.1	To develop a curriculum for both enhanced provisions that enables all children to make progress, regardless of starting points.				
Barrier ref.:	A, B and C	***Activity type:***	Targeted	***Budget:***	£3000
Secondary principle(s) of inclusion that this activity supports:	1, 5 and 7				

Description (including intended outcome):

There are 6 children across the academy who are pre-verbal, neurodiverse and have a range of additional learning and communications needs. Evidence from observation and assessments last academic year have shown that whilst we aim to have all children in their mainstream classrooms with their peers, in some cases the support needed cannot be appropriately provided in this environment.

As a number of these children are awaiting specialist provision either in a Special School or DSP our intention has been to replicate elements of these settings by identifying 2 spaces within school to provide an alternative curriculum which prioritises communication, regulation and sensory support. The staffing for these 2 spaces is funded through notional SEND funding and EHCP top-up for the targeted children.
Some children are learning primarily through sensory engagement and exploration so the curriculum design will allow this to be tracked and for progress to be monitored, without restricting or putting a ceiling on the learning of other children who are able to engage in more structured, adult-led activities. Topics taught throughout EYFS will be the initial influence for the enhanced curriculum as these promote both engagement and purposeful teaching and learning.
The curriculum will be built around a topic-based approach and will use the Enhanced Curriculum Assessment Framework as a baseline assessment and tracker so that small-steps of progress can be identified. Each child will have their own starting point for each specific skill within the wider objectives.
Children will be tracked against:

- Communication and Interaction
- Attention and Engagement
- Self-Regulation
- Play and Exploration
- Independence and Life Skills
- Physical Development
- Formal Learning Readiness

Children may be at one of 4 levels of development within each objective:

- Explore
- Emerge
- Evolve
- Establish

With each of the 2 enhanced provision spaces (named Sweet Pea Station and Blossom Base) there are zones, with workstations for focused activities, sensory equipment for regulation and a range of toys and books for children to use between adult-directed tasks. Each space has visual schedules, dual-coding and objects of reference or TOBIs to support children to manage routines and transitions. Part of the IMF allocated for this activity will be used to broaden the range of sensory equipment and enhance the existing small library with age-appropriate books related to the identified topic areas.
To further develop the enhanced curriculum, we will be contacting NMPAT to discuss the option of some targeted music therapy work for the children accessing our enhanced provision.
As children access the provision in varying amounts, the time they spend within their mainstream classroom needs to be purposeful and therefore the adults in the class need to feel confident in supporting children with significant communication and interaction needs. Teachers will be allocated time in the provision to observe children from their class within this environment. This will provide useful CPD to support their own practice with not only the identified child, but all children with additional needs. Development of staff will include support with accurate assessment of children working below national curriculum levels, use of visual supports and structures, effective management of transitions and robust recording of progress without the use of exercise books.
The intended outcome is for these targeted children to make progress that can be evidenced through formal tracking in each of the 7 developmental areas.

Success criteria:

- Progress is tracked regularly using online tools, which gives a comprehensive picture of each child's strengths and needs
- Small steps of progress are identified and celebrated
- Pupils are motivated by learning activities and remain regulated for extended periods
- Pupils show signs of being able to communicate more effectively using their preferred strategy (verbal, signing, gesture, communication board etc.)
- Adults across the academy become more confident in supporting children with identified communication and interaction needs as evidenced through lesson observations and book scrutiny.

Evidence to support this approach:

The DfE document **Inclusion bases in schools** guidance (June 2026) identifies 6 principles of effective practice in inclusion bases, which include 'high-quality curriculum design' and 'effective data, assessment and outcomes'. This guidance has been used to frame the design for the provision as well as promoting discussion around inclusion and ensuring all children feel a sense of belonging, regardless of where in the school they access their learning, or what that learning looks like.
We are following the continuum model within this guidance, with children accessing the enhanced provision as much or little as required, dependant on individual need.



Leadership and stakeholder engagement:

- SENCO to plan long and medium term curriculum overviews, which inform weekly planning and resources.
- SENCO to undertake initial quality assurance checks.
- Parents of children accessing enhanced provision are offered opportunities to view the spaces and curriculum offer.
- Teaching and support staff across the academy have opportunities to observe and give feedback on the provisions to foster a whole-school ownership and responsibility.

Monitoring:

- Internal quality assurance processes, including monitoring of EHCP floor books and environment.
- GAT audit for Enhanced Provisions – to be completed by senior leaders, with further QA from Trust SEND Lead.
- Observation and feedback on further developments to be arranged with Local CLCI Outreach (Rowan Gate) and/or SSS (SEND Support Services)
- Data monitoring (termly) to ascertain progress made by individual children alongside any relevant narrative.

Principle 4: *Accessible enrichment beyond the classroom*

Activity 4.1	To increase the number of children with identified SEND who attend extra-curricular activities and clubs.				
Barrier ref.:	D	***Activity type:***	Targeted	***Budget:***	£3000
Secondary principle(s) of inclusion that this activity supports:			1, 6 and 7		

Description (including intended outcome):
The academy will increase the awareness of the extra-curricular offer by sharing this directly with children as well as with parents. Many children spoken to as part of the inclusion questionnaire were not aware of the full range of activities available to them. Children will be made aware of the activities on offer through assemblies, with booklets going home to parents as a follow-up. Wherever possible coaches or leaders of extra-curricular activities will give children further information to increase motivation, as well as having existing pupils share their experiences of certain clubs or activities.

In addition to the plans for further promotion of extra-curricular learning, the academy will match-fund the cost of clubs or activities for children with an EHCP (therefore reducing the cost by half for parents/carers) and will ensure

that spaces in each club are reserved at 10%. e.g. in a group of 30, 3 spaces will be reserved for children with an EHCP. Where attendance at an extra-curricular supports provision in EHCP section F, these parents will be approached first as a priority. Where children have multiple vulnerabilities identified (e.g. PP and SEND) they will be further prioritised for attendance at before or after school activities.
The intended outcome is that a higher number of children with identified SEND will attend before or after school extra-curricular activities, therefore increasing their feelings of belonging and self-esteem.

Evidence to support this approach:
The **Teaching and Learning Toolkit | EEF** identifies both participation in the arts and physical activity as low cost approaches that can have an impact on wider academic outcomes.
The Attendance toolkit for schools.pdf identifies enrichment opportunities and extra-curricular activities as a way to encourage wider engagement with school via activities that are accessible to all pupils. Our children with EHCPs have the highest rate of persistent absence of any vulnerable group so engaging these children with an activity they enjoy is likely to increase their motivation and resilience for attending school.

Leadership and stakeholder engagement:
- SLT oversight of attendance at extra-curricular activities
- Accessible communication with both pupils and families
- SENCO advice for activity leaders on supporting children with more complex SEND

Monitoring:
- Half-termly data collection of SEND attendance at extra-curricular activities (SENCO)
- SENCO and class teachers to speak with individual parents of children with an EHCP to encourage attendance at a club or activity

Principle 5: *A safe and respectful culture*

Activity 5.1	To develop a whole-school approach to mental health and well-being.				
Barrier ref.:	C and will impact B	***Activity type:***	Universal	***Budget:***	£3,000
Secondary principle(s) of inclusion that this activity supports:	1, 6 and 7				

Description (including intended outcome):
Develop and implement a whole-school approach to mental health and wellbeing that supports all pupils with understanding and managing anxieties.
The academy has been developing links with the Corby 2 Mental Health Support Team over the last year and the majority of the work has been targeted at individual children who need support managing low-medium level mental health concerns. We will be working with MHST to now develop this work into a wider whole-school approach where all stakeholders shape and develop mental health provision to meet the needs of our specific cohort.
This piece of work will begin with an audit of what school leaders feel are the strengths and areas for further development within mental health provision. This audit will be shared with MHST who will then gather views of the wider staff team, parents and pupils through questionnaires and focus-groups. Once completed, data will be analysed and specific areas of focus will inform the delivery of bespoke training/information workshops for staff, parents and pupils.
In addition to this activity, we will be developing the use of 'safe spaces' or 'calming corners' within classrooms, as this was identified by our pupils as something they value. At the present time each classroom has a dedicated space where children can take time to regulate, calm and get themselves ready for learning. There is no set template for how these areas should look, or what resources should be in there, as this will be unique to the year group and children in that class. We would like these spaces to contain a range of high-quality resources that support wellbeing and further reinforce our commitment to pupils feeling safe and cared for.
The intended outcome is that classroom staff have confidence in identifying low-level anxiety within the classroom and can draw upon appropriate resources to support wellbeing for both individual children and the class as a whole.

Success criteria:

- Audits identify an increase in staff understanding of low-level mental health concerns and increased confidence in using strategies to support.
- Parents understand what resources are available to support their child with emerging mental health and well-being needs.
- All children can identify their trusted adults in school.

Evidence to support this approach:

'A mentally healthy school is one that adopts a whole-school approach to mental health and wellbeing. A whole-school approach involves all parts of the school working together and being committed. It needs partnership working between senior leaders, teachers and all school staff, as well as parents, carers and the wider community'. Whole-school approach : Mentally Healthy Schools

NICE guidance from 2022 identifies a whole-school approach as their first priority in supporting social, emotional and mental wellbeing in both primary and secondary education. Point 1.1.1 in the guidance recommends 'adopt a whole-school approach to support positive social, emotional and mental wellbeing of staff, children and young people (including people with a neurodiverse condition) in primary and secondary education'. Recommendations | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE

Leadership and stakeholder engagement:

- Mental health lead (SENCO) to complete initial audit with wider SLT
- Mental health lead to organise collection of parent and pupil views via questionnaire
- MHST to organise appropriate focus group follow-up
- Mental health lead and FSW to work with MHST on identifying needs and actions for whole-school approach
- Classroom staff to identify resources required for enhancing 'safe space'.

Monitoring:

- Fortnightly reflections in meetings between mental health led, FSW and MHST
- SLT monitoring of 'safe space' environment through observations and informal drop-ins
- Principal oversight of whole-school approach in line management meetings with SENCO

Principle 7: *Inclusive environments*

Activity 7.1	The environment in Nursery and Reception is supported by both dual-coding and appropriate translations to support understanding for our youngest EAL children.				
Barrier ref.:	A	***Activity type:***	Universal and Targeted	***Budget:***	£1,000
Secondary principle(s) of inclusion that this activity supports:	5, 6				

Description (including intended outcome):

In our nursery, many EAL children arrive having only experienced their home language and having had little or no exposure to English. To make the environment more inclusive we plan to use signs and symbols (Widgit) alongside translations of common objects to support children's understanding. For example, the toilet will be labelled with a picture/symbol and both the English and appropriate translations. Staff will work with parents to identify with languages are needed and where internet translations may give a range of translation options, parents will clarify words they use in the family home. This approach can be widened out to the use of communication mats, which are already in place for some children with communication and interaction needs, but can support EAL learners develop their understanding and give them a method of being understood.

In Reception, this approach will be targeted at children new into the country rather than universal, but the dual coding of play items and key equipment/furniture will still be in place.

The intended outcome is that our youngest children will feel more secure in their environment and will develop their communication skills at the earliest possible opportunity.

Success criteria:

- Children in nursery will be observed using signs and symbols with adult support.
- EAL children will develop their use of language at a faster rate, as evidenced through EYFS tracking data.
- Children will show increased independence skills at an earlier

Evidence to support this approach:

Visual support is widely used to confirm and promote understanding of written language. 'Pairing language with images, diagrams or gestures helps pupils anchor meaning' Paivio, Allan (1991), Dual Coding Theory : Canadian Journal of Psychology. Visual supports are in place at CPA to support our SEND learners, but wider use of visuals is helpful for all children and reduces cognitive load.

The EEF research Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf looks into the use of dual-coding and highlights the importance of ensuring that images are appropriately used. Ensuring images are 'informational rather than decorative means that they are more likely to support learning rather than placing an unnecessary strain on cognitive load'. (p.39)

Leadership and stakeholder engagement:

- Parent engagement and feedback with the development of appropriate dual-coding
- SLT and staff observations of children in the environment
- Observations and feedback from visiting professionals such as Portage or SALT

Monitoring:

- Early Years Lead to have oversight of implementation across nursery and EYFS
- Principal to monitor implementation and impact during line management meetings with Early Years Lead.

Progress

This section brings together the findings of leaders' monitoring into a short termly summary of progress. This section is designed to capture headlines: a brief evaluation of what is working well and not so well, and what still needs to happen / or change to achieve the success criteria and reach the intended outcome.

Autumn Term (January 2027)		
Activity	*Progress towards the success criteria and the intended outcome*	*Next steps*

Spring Term (April 2027)		
Activity	*Progress towards the success criteria and the intended outcome*	*Next steps*

Review of the previous academic year

This section sets out the impact the inclusion strategy in 2026/27 on pupils' engagement, participation, attendance, sense of belonging, and attainment. It includes a reflection on the positive outcomes achieved for children and young people with additional needs and SEND, as well as an analysis of which parts of the strategy worked well and those aspects that did not have the intended impact.

This review makes use of:

- Data from the previous academic year's national assessments and qualifications.
- Information from summative and formative assessments the academy has undertaken.
- Academy data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.

The next steps section shows how this review informs the 2027/28 activities.

End of the year (July 2027)		
Activity	*Evaluation against the success criteria and the intended outcome*	*Next steps*