Inclusion Strategy 2026–2027

Together with Love and Courage, We Shine Like Stars (Philippians 2:15)

School & Trust	Pamphill C of E First School (Initio Learning Trust)
Strategy Period Covered	2026–2027
Date Published / Review Date	Published: December 2026 | Statutory Review: December 2027
Statement Authorised By	Sarah Fairman (Headteacher) Joannie Jones (Cluster Inclusion Lead) Laura Howeison (Trust Inclusion Lead) Emma Vowels (Link Governor)
Core Funding & Grants	Core School Budget + Notional SEN Budget + Inclusive Mainstream Fund (IMF)

Inclusive Vision

At Pamphill C of E First School, part of Initio Learning Trust, our vision is to **"Shine like stars" (Philippians 2:15)**. Grounded in our Christian theological values of **Love, Courage, and Inspiration,** every child is cherished as a unique individual made in the image of God. It is our priority to ensure all children grow socially, academically and personally in preparation for the next stage of their life. Aligned with Initio Learning Trust's overarching vision of **"Everyone Flourishing"** through Ambition, Collaboration, and Respect, inclusion is central to our daily lived experience. The name 'Initio' means *"from the beginning"*, reflecting our commitment to proactively embedding support from early years through to key transition points.

Our inclusion philosophy is defined by a single core christian principle **'the ability to shine is not reserved for an elite few; it is a byproduct of God's grace and truth.** With this in mind we never lower expectations; instead, we increase adaptive support so all children access an ambitious mainstream curriculum alongside their peers.

Intent

At Pamphill First School, inclusion is a culture that underpins everything we do. We are determined not only to meet the educational needs of all pupils, but to help all pupils thrive. We want children to be inspired to have high aspirations of themselves, have the courage to persevere when things are difficult, and show love and kindness to themselves and to others.

We recognise that children's starting points, experiences and needs are different. Some pupils face additional barriers to learning which may place them at a disadvantage. These pupils who experience circumstances or conditions that could reduce their chances of success beyond their control.

In line with the SEND Code of Practice and the Equality Act, we identify needs early and respond with a timely and collaborative approach. This shows in our developing practice of adaptive teaching, strong relationships, high expectations, and a deep commitment to belonging within our Church school environment.

Our inclusion offer is rooted in our school values, meaning that it is not just limited to children with Special Educational Needs and Disabilities (SEND). Instead, the inclusion offer is for all children as we recognise that inclusion is vital for everyone to 'shine like stars' and achieve their full potential. We strive to meet our intent by using the following strategies:

Pamphill 'Top 5' Classroom Inclusion Strategies
1. Flexible Grouping & Seating Dynamic, needs-led seating arrangements that avoid static ability grouping and foster peer collaboration.
2. Visual Cues Visual timetables, dual-coding, and now-and-next boards to support clarity and focus.
3. Targeted TA Deployment Teaching assistants deployed to scaffold learning and build independent capability rather than adult dependency.
4. Scaffolding & Pre-Teaching Vocabulary Explicit instruction, pre-teaching key subject vocabulary, and utilizing graphic organisers.
5. Metacognition & Executive Function WalkThru routines, cold-calling, think-pair-share, and explicit emotional regulation check-ins.

Cohort Needs Analysis & Pamphill School Data

Our inclusion strategy is driven by forensic analysis of Pamphill C of E First School's internal assessment tracking, Arbor data, pupil progress reviews, and local context.

- **SEND Register Profile:**
- 10 pupils are currently identified on the Pamphill SEND Register (14.3% of total cohort). 2 pupils hold an Education, Health and Care Plan (EHCP) (20% of SEND cohort), while 8 pupils receive SEN Support (80%).
- **Primary Areas of Need Breakdown:** Speech, Language and Communication Needs (SLCN) represents the single largest primary need, accounting for 80% of the SEND register. Social, Emotional and Mental Health (SEMH) accounts for 18% and Specific Learning Difficulties (SpLD) for 2% of students.
- **Attendance Strengths:** Whole-school attendance stands exceptionally strong at 97.5%. Average attendance for pupils on the SEND register is 95.3%. Disadvantaged cohort attendance is lower at 93.5%.
- **EYFS Good Level of Development (GLD):** GLD at the end of the Foundation Stage is 90% for all children and 75% for children with a disadvantage.
- **Year 4 Multiplication Tables Check (MTC):** Overall, 93% scored 25/25 and 100% for disadvantaged.
- **Year 1 Phonics Screening Check:** 85% achieved 32+ threshold in Y1, with 50% (1/2) of disadvantaged pupils passing.

Barriers to Learning and Participation at Pamphill

This section details the key barriers to learning and participation identified across our cohort, necessitating inclusive universal approaches and targeted support:

Detail of Barrier to Learning & Cohort Context	Principle Alignment
Barrier 1: Adaptive Teaching Consistency Inconsistent identification of needs or classroom adaptations may delay effective support. Evidence: Learning walks, pupil progress reviews, writing/reading tracking sheets. Trend: Variable entry baselines in Communication & Language in EYFS require early language screening.	Principles of inclusion 1, 2, 3

Barrier 2: SEMH Needs, Anxiety, and Attendance Increased SEMH need and emotional dysregulation hinder classroom engagement at times. Across Initio Learning Trust, 1,299 pupils are identified with SEMH needs, and persistent absence reaches 19.3% for SEND learners by the end of their school journey. We are responsible for setting good foundations. Evidence: Arbor attendance logs, behaviour incident trends, pastoral check-ins. Trend: Growing prevalence of anxiety-related non-attendance.	Principles of inclusion 4, 5, 7
Barrier 3: Sense of Belonging & Environmental Accessibility Sensory, physical, or organisational features of the learning environment can sometimes create avoidable barriers to learning and participation. Evidence: Accessibility audits, AET environment reviews, pupil voice feedback. Trend: Need for reduced visual clutter, acoustic adaptations, and dedicated calm spaces.	Principles of inclusion1, 5, 7
Barrier 4: Speech, Language, and Communication Needs (SLCN) Speech, language, and processing delays limit curriculum access and peer interactions. SLCN represents the largest primary SEND category on the Pamphill inclusion register. Evidence: SALT caseload reviews, WellComm screening, pupil progress records. Trend: High density of SLCN in Key Stage 1 and EYFS requiring targeted input.	Principles of inclusion 2, 3, 6

Action Plan: The 7 Principles of Inclusion

DfE Inclusion Principle	Pamphill Current Practice	Strategic Development Priorities
1. Ambitious Leadership & Governance	*Inclusion is central to school improvement planning and is led by the SENCO in collaboration with the headteacher and Trust lead. Regular monitoring, including book looks, lesson observations, data analysis and stakeholder voice, is demonstrating that our inclusive practice is good.*	*Align staff performance development (PDR) to inclusion targets.* Embed regular review cycles linked directly to cohort needs.

	This is likely due to shared experience of the SENDCo working across five schools within the trust. *We know to improve we need consistency in strategies across school.*	Ensure consistency in approach across school.
2. Early Intervention & Evidence Support	*Needs are identified at an early stage through ongoing teacher assessment and strong, positive relationships with our children and families. This enables us to recognise emerging needs promptly and ensure that appropriate support is put in place as early as possible.* *A trust-wide graduated response is implemented to ensure that children receive timely, appropriate and sustained support throughout their school journey. This consistent approach promotes equity and ensures that all children have equal access to the support they need to thrive.* *The Leadership Team monitors the quality and impact of interventions through half-termly progress meetings. These meetings enable leaders to evaluate the effectiveness of provision, identify emerging trends and implement targeted initiatives to address areas of need. For example, our Sparx Reader initiative in Key Stage 2 provides targeted support for children in the lowest 20% of readers, helping them to develop greater reading fluency. Similarly, NELI assessments in the Early Years identify children who would benefit from additional speech and language support, enabling targeted intervention in this crucial area of development.* *Our approach to intervention is informed by research from the Education Endowment Foundation (EEF) and evidence-based best practice. This ensures that the support we provide is purposeful, targeted and designed to have a positive impact on children's progress and outcomes.* *We know we need to enhance our SEMH support offer.*	*Embed early language screening for new Reception intake and subsequent support.* *Expand capacity for SEMH support through training in Well-being programmes and initiatives* *Further staff training in analysis of interventions.* .
3. High-Quality Adaptive Teaching	*Our teaching approach is underpinned by the Rosenshine Principles of Instruction and strengthened through WalkThru instructional coaching. This ensures a consistent focus on evidence-informed teaching strategies and the continuous development of teaching practice across the school.* *High-quality lesson preparation and planning enable teachers to anticipate potential barriers to learning and use effective adaptive teaching strategies.*	*Continue to embed consistency in approaches across classes.* *Ensure high-quality teaching of fluency and oracy.* *Continue to develop curriculum and teaching in foundation subjects*

	Our curriculum is further strengthened by the use of well-researched, evidence-informed programmes, including White Rose Maths, Unlocking Letters and Sounds phonics, structured spelling approaches and Kinetic Letters handwriting. These programmes provide a clear framework for progression and support the development of essential knowledge and skills. *We know we need consistency in approaches across classrooms.*	
4. Enriching Provision Beyond Classroom	*Pupils benefit from a rich and varied range of opportunities beyond the classroom that enhance their personal development, broaden their experiences and nurture their interests and talents. These include educational trips, musical lessons and experiences, extra-curricular clubs, wider curriculum experiences, EPIC Play, enrichment afternoons and well-being mornings. Together, these opportunities promote curiosity, confidence, social skills and emotional well-being, ensuring pupils develop as well-rounded individuals.* *We know we need to enhance some of our classroom environments to meet all needs.*	*Enhance tracking participation in after-school clubs to ensure equal access for all vulnerable learners.* *Develop a rich enrichment curriculum.*
5. Safe & Respectful Culture	*A strong culture of inclusion is promoted by our school values of love, courage and inspiration. This is rooted by high expectations and inclusive learning environments across the school.* *We use a behaviour approach rooted in Therapeutic Thinking and relational practice, giving everyone a safe and respectful environment to thrive in. We respect each other's beliefs and create a safe atmosphere for the children to challenge themselves.* *We know we need consistency in approach to behavioural needs linked to SEMH.*	*Further training for all staff around therapeutic approaches to behaviour support*
6. Partnerships with Families & Services	*Our inclusive approach is underpinned by strong partnerships with families, external agencies and other educational settings. We work collaboratively with a range of professionals to ensure that children receive timely, specialist and evidence-informed support tailored to their individual needs.* *This includes multi-agency Team Around the Family (TAF) meetings, termly meetings with relevant professionals, and close partnerships with Dorset's specialist SEND teams. We also maintain links with other first*	*Increase parental engagement in termly ISP reviews* *Enhance parent support groups available across our small schools cluster with the Mental Health teams*

	schools to share good practice, strengthen collaboration and support continuity of provision. In addition, we signpost families to relevant mental health information and online workshops to help them access further guidance and support. *We place great importance on ensuring that families feel listened to, valued and actively involved in decisions about their child's education and well-being.* *We know we need to enhance parental opportunities to be involved in SEND support*	
7. Inclusive Environments	*Our classrooms are thoughtfully designed to promote learning, inclusion and independence, with adaptations made in response to the diverse needs of pupils. Resources and technology are used purposefully to reduce barriers to learning and ensure that all children can access the curriculum and achieve their potential.* *We aim to provide safe, supportive and inclusive learning environments where every child feels valued and empowered to show courage as a learner. Strategies include low-sensory classroom environments, visual schedules, wobble cushions and designated calm spaces to support pupils' sensory, emotional and learning needs. These adaptations help children to regulate, develop confidence and engage positively with their learning.* *Through our responsive approach to the learning environment, we aim to ensure that every child feels a sense of belonging and has the confidence to take risks, embrace challenges and thrive.* *We know some area of school need enhancement to make sure they are supportive for all children.*	*Enhance natural classroom environments with low stimulation and distraction.* *Enhance work rooms and 'ready' spaces around school to support those with additional needs.*

Partnerships

We acknowledge that we are more likely to succeed with high quality support therefore we work hard to maintain partnerships ith outside agencies who can offer further support and advice. We draw on our strong partnerships with the following agencies to do this.

CAMHS (Child and Adolescent Mental Health Service)

Hearing Impairment Team

Visual Impairment Team

Speech and Language Therapy

Dorset Family Hub

Paediatric Services

School Nurse

Educational Psychology

Behaviour support team

Budget Allocation

This details the prioritised activities for this academic year to alleviate barriers faced by pupils with additional needs and SEND, drawing from core budget allocations and the Inclusive Mainstream Fund (IMF):

Description of Activity & Focus	Total Budgeted Cost & Allocation
School Improvement Lead, Inclusion Leadership & Challenge Initio Learning Trust central leadership providing strategic oversight, inclusion reviews, line management challenge, and quality assurance across schools (Addresses Barriers 1–4; Principle 1).	£57,581 (17% pooled Trust IMF allocation)

High-Quality Adaptive Teaching CPD & WalkThrus (Rolling trust-wide CPD programme on adaptive teaching, Rosenshine principles, scaffolding, WalkThru coaching, and Kinetic Letters handwriting (Addresses Barriers 1 & 4; Principles 2 & 3).	Core School Budget & IMF Allocation
Therapeutic Thinking & Relational Practice Implementation Whole-staff training in Therapeutic Thinking, de-escalation, and student-led Restorative Debriefs to manage behaviour while preserving dignity (Addresses Barriers 2 & 3; Principle 5).	Core School Budget & IMF Allocation
Targeted SEMH & Pastoral Support Interventions Deployment of ELSA, 10-week Hamish & Milo emotional literacy groups, Little dot programme (Addresses Barriers 2 & 3; Principles 2 & 6).	Internal Staffing
Early Language & SLCN Interventions NELI speech screening in EYFS, LA SALT provision (Addresses Barriers 1 & 4; Principles 2 & 3).	Core Budget & IMF Allocation

Impact Over Time

At Pamphill Cof E First School, the overall impact of our inclusive approach is seen in pupils' attainment, progress, engagement and readiness for the next stage of education. Pupils who have SEND, experience disadvantage or face other barriers to learning are identified early and supported effectively so that they can access the same curriculum as their peers.

Over time, pupils increasingly apply strategies independently, persevere when learning is challenging and take an active role in lessons and school life. These qualities support both academic success and personal development.

Impact on pupils: Pupils with SEND and those who experience disadvantage become more independent in their learning and are better prepared for the expectations of middle school.

Impact on staff: Staff are growing in confidence to adapt teaching so that all pupils can access learning and achieve well.

Impact on families: Families are involved in their children's learning and provision. This strengthens trust between home and school and supports pupils to succeed.

Timeframe	Milestones & Key Performance Indicators (KPIs)
By End of Academic Year 2026/27	• 100% of SEND pupils make expected progress from starting points. • EYFS GLD maintained at or above 85%. • Whole-school attendance maintained at 97.5%
By End of Next Academic Year 2027/28	• Disadvantaged and SEND progress gaps narrowed across core and non-core subjects. • 50% reduction in low-level Arbor behavior logs through Therapeutic Thinking.
Within Three Years (2028–2030)	• Class provision mapping fully embedded across school. • Self-sustaining Hamish & Milo parent network active. • All vulnerable cohorts achieve academic outcomes matching or exceeding national peers.

Publication, Review & Governance

This Inclusion Strategy is published on the Pamphill C of E First School website in accordance with the DfE Inclusive Mainstream Fund conditions of grant. It will be reviewed formally on an annual basis (by December 2027) with ongoing termly monitoring by the Senior Leadership Team, the Initio Strategic Inclusion Lead, and the Governing Body.