



Inclusion Strategy – Parkgate 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	2026/2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Headteacher and Governing Body

Statement of intent

At Parkgate Primary School, inclusion means every child is welcomed, known, valued and able to participate fully in school life. Our aim is to identify and remove barriers to learning and participation as early as possible, while maintaining high expectations for all pupils, including pupils with SEND and those facing other barriers. We will strengthen an inclusive universal offer through high-quality adaptive teaching, early identification, evidence-informed support and reasonable adjustments, with targeted provision where universal approaches alone are not sufficient.

Our strategy reflects the seven DfE principles of inclusion: ambitious leadership and governance; evidence-based early support; high-quality adaptive teaching and an accessible curriculum; inclusive enrichment; a safe and respectful culture that promotes belonging, attendance and participation; strong partnerships with families and wider services; and continual improvement to accessibility.

Parkgate already has strong foundations: early identification, a graduated approach,

positive relationships, strong attendance and responsive support. Our 2025/26 self-evaluation identified the need to improve consistency in adaptive teaching, sharpen monitoring and evaluation of interventions, strengthen assessment-informed adjustments and make the impact of support for vulnerable pupils more measurable. These priorities shape our 2026/27 activity.

Pupil and family views inform individual support, review and transition. We will strengthen this further through pupil voice, parent/carer involvement in identifying emerging needs and reviewing support, and partnership with external professionals. Governors will scrutinise implementation, funding and impact so that inclusion remains a whole-school responsibility.

Barriers to learning and participation

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

	Detail of barrier to learning <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Cognition, learning and literacy: school assessment and KS2 outcomes show that some pupils with SEND require additional scaffolding, explicit instruction, rehearsal and targeted support to access age-related learning. In 2025/26, writing was the clearest KS2 barrier for pupils with SEND: 3 of 6 reached the expected standard, compared with 22 of 25 non-SEND pupils.
2	Consistency of adaptive teaching and independence: self-evaluation identifies a need for greater consistency in responsive scaffolding, assessment-informed adjustment and evaluation of reasonable adjustments across classrooms and subjects. Some pupils can become over-reliant on adult support unless scaffolds are deliberately reduced.
3	Communication, language, processing and access: some pupils require additional vocabulary teaching, oral rehearsal, processing time, chunking, visual support or adaptations to presentation and recording. Sensory, visual, motor or physical needs can also create barriers to sustained access and participation.
4	Social, emotional, attention and regulation needs: anxiety, emotional regulation, confidence, attention and executive-function needs can affect readiness to learn, engagement, independence and participation. Early identification and consistent relationships/routines are therefore important.
5	Belonging, participation, attendance and transition: whole-school attendance was 97% in 2025/26 and persistent absence remained below national, but individual pupils may still experience barriers to attendance, enrichment, transition or a sense of belonging. These require early, personalised responses.
6	Disadvantage and overlapping vulnerability: 18 pupils (10%) were supported by Pupil Premium and 11 pupils were on the SEND register in the 2025/26 school context. Barriers may overlap, so leaders need to monitor vulnerable groups carefully rather than assume need from a label alone.

Activity in this academic year

What activities will we prioritise this academic year 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 your universal offer.

Description of activity <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Strengthen whole-school adaptive teaching through CPD, coaching and shared practice focused on explicit instruction, modelling, chunking, vocabulary/oracy, checking understanding, responsive questioning, flexible scaffolding and developing independence. Evidence base: DfE inclusive practice principles and EEF inclusive teaching guidance. Barriers 1, 2, 3 and 4.	Universal	Staff Meetings £20,788 Subscriptions (Maths/English) - £1804
Embed a consistent barrier-to-response cycle: identify the barrier, select an appropriate adaptation, check its impact and reduce/change support when needed. Use assessment, pupil work and professional dialogue to inform adjustments. Barriers 1, 2 and 3.	Universal	Pupil Progress Meetings £,1658
Standardise targeted support and intervention planning using clear entry points, intended outcomes, frequency, review dates and continue/change/stop decisions. Ensure interventions connect to classroom learning and Assess-Plan-Do-Review. Barriers 1, 3 and 4.	Targeted	£61,862 (x 3 TA's)
Refine pupil profiles/targeted support plans so they capture strengths, pupil voice, academic and wider barriers, reasonable adjustments, effective strategies and review evidence.	Universal and targeted	As above

Strengthen parent/carer involvement in identifying and reviewing need. Barriers 1-4 and 6.		
Monitor attendance, participation in trips/clubs/leadership, wellbeing and belonging for pupils facing additional barriers; remove practical, communication, sensory or confidence barriers and provide enhanced transition where needed. Barriers 4, 5 and 6.	Universal and targeted	Admin/Head - £4449
Review accessibility of learning environments, print/presentation, sensory demands and resources, implementing reasonable adjustments alongside the Accessibility Plan. Barriers 2, 3 and 5.	Universal and targeted	1 hr per term all - £3,282

Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve **by the end of our inclusion strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Inclusive and adaptive teaching is consistently embedded across the school.	Learning walks, planning/work review and pupil voice show purposeful adaptations across classes and subjects. Staff can explain the barrier identified, the adaptation made and how impact is checked. Pupils with additional needs access an ambitious curriculum and show increasing independence.
Targeted support is timely, evidence-informed and demonstrably effective.	All targeted interventions/support plans have clear starting points, intended outcomes and review evidence. Half-termly/termly reviews result in explicit continue, adapt, intensify or stop decisions. Leaders and governors can identify which approaches are having the strongest impact.
Pupils facing additional barriers experience strong belonging, participation and access.	Attendance and persistent absence remain strong overall and vulnerable pupils are monitored individually. Participation in wider opportunities is reviewed and barriers addressed. Pupil voice indicates that pupils feel safe, known and included; enhanced transitions are in place where required.

Families and pupils are active partners in inclusion.

Pupil voice is visible in profiles/support plans and reviews. Parent/carers engagement is strengthened at identification, review and transition points. Feedback shows families understand the support in place and how it is being evaluated.

Review of the previous academic year

2026/27 is Parkgate's first Inclusion Strategy produced using the DfE template, so there is no previous published strategy against which to report. We have therefore used 2025/26 school data, national assessment outcomes and self-evaluation as our baseline.

Parkgate had 191 pupils on roll in the 2025/26 school context. Eighteen pupils (10%) were supported by Pupil Premium and 11 pupils were on the SEND register. Whole-school attendance was 97%, persistent absence remained below national averages and there were no exclusions. These are important strengths in access, attendance and participation.

At KS2 in 2025/26, outcomes were above national at expected standard in every headline measure: Reading 94%, Writing 81%, SPaG 97%, Mathematics 100% and combined Reading, Writing and Mathematics 74%. All four Pupil Premium pupils in the cohort achieved the expected standard in combined RWM. For pupils with SEND, outcomes were strong in SPaG and Mathematics but Writing remained a significant barrier: 3 of 6 pupils with SEND reached the expected standard in writing and 2 of 6 achieved combined RWM. This reinforces the need for precise adaptive teaching, literacy support and careful evaluation of impact.

Self-evaluation found that early identification, the graduated approach, relationships and responsive support are established strengths. Development priorities are greater consistency in adaptive teaching, sharper monitoring and evaluation of interventions and reasonable adjustments, stronger parent/carers engagement and more precise measures of the impact of support for vulnerable groups. These findings directly inform the activities and outcomes in this strategy.

Further information (optional)

This strategy should be read alongside Parkgate's SEND Information Report and SEND Policy, Accessibility Plan, Equality information and objectives, Pupil Premium Strategy, Attendance Policy, Behaviour Policy, Safeguarding Policy and School Development Plans. Funding figures will be inserted once the school's confirmed 2026/27 IMF allocation and approved activity costs are available. The strategy will be

monitored by senior leaders and the SENCo and scrutinised by governors, with a full annual review in July 2027.