Inclusion Strategy – R A Butler 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 to 2028
Date this statement was published	December 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Emma Vincent
Inclusion Mainstream Funding 26-27	£27, 419
Core school budget 26-27	£388, 124
Total for the Inclusion Strategy	**£415, 543**
Estimated Top-Up Funding for 26-27	£230, 000
Staffing costs for SEND support 26-27	£760, 779
Deficit SEN funding	**£115, 236**

Statement of intent

We believe that inclusion begins with excellent classroom teaching, where barriers are anticipated and removed wherever possible, enabling every child to belong and feel valued as an individual, making sure they can participate fully in school life with the support and reasonable adjustments they need to flourish. We do this working in close partnership with families and the wider school community. We are committed to building an inclusive core offer for all pupils, alongside timely, targeted support for those who need it.

This strategy works towards that objective by combining a strong universal offer with early, evidence-informed intervention. We deploy our budgets according to identified need, to strengthen inclusive teaching, support emotional wellbeing and belonging, and identify and remove barriers to learning and participation as early as possible.

As an Essex school, we have also aligned this strategy to the six pillars of the Essex Inclusion Strategy, Equity and Excellence for All: relationships; wellbeing; attending; participating; achieving; and moving on. The activities in this strategy are signposted to the pillar or pillars they contribute to, so our school-level work can be read alongside the county-wide strategy. Our shared ambition is that every child feels safe, valued and knows that they belong.

In developing this strategy we have addressed the 7 principles of inclusion and worked with our staff, families and the wider school community. To understand the barriers our pupils face, we drew on classroom observation and engagement with teachers; internal assessments; engagement with families and pupils; discussions with external professionals; data on send, attendance, behaviour and attainment. We will keep this statement under review so that it continues to reflect the needs of our cohort.

DfE principle of inclusion	Where we are	Evidence
Ambitious leadership and governance that embeds inclusion	Embedded	Our vision for inclusion was built with staff, families, governors and pupils. It wasn't handed down to them. We work collaboratively with Trust and Local SEND networks, the Essex Roundtable for SEND. We have positive relationships with SEND professionals. We are continually looking to improve our offer.
Evidence-based support prioritising early intervention	Embedded	The graduated approach (assess, plan, do, review) is understood and used by every teacher and LSA, not only the SENCO. All support is evidence based.
High quality adaptive teaching with curriculum designed for all learners	Embedded	We have developed an evidence in formed model for Great Teaching & Learning based on principles of high quality programmes of study that are adaptive, scaffolded and support all children to achieve well. We use the Essex Ordinarily Available offer to check Universal provision for all children.
Enriching provision beyond the classroom that all children can access	Embedded	We actively support every child to take part in trips, residentials, PE, clubs and the full life of the school. We check who actually takes part, and we act on what we find. Specific inclusion provision is also offered for children like Inclusion clubs, activities, multi school council. We have specific Inclusion Ambassadors to give inclusion a voice.
A safe and respectful culture fostering belonging, attendance and participation in learning	Embedded	Our whole school culture is based on the TPP principles of compassion & kindness, hope, connection & belonging. We are a gold standard UNCRC Right Respecting Schol and give children regular opportunities to have a voice on belonging. We read our data (attendance, behaviour, attainment, wellbeing) for barriers rather than labels, including whether any group is over-represented in sanctions, suspensions or absence. It leads to action.
Strong partnerships with families and wider services	Embedded	Regular parent voice opportunities show how string partnerships are. We have a clear Early Help Offer, dedicated pupil & family support practitioner, SEND support team and responsive training based on parental request.
Inclusive environments with continuous improvements to accessibility	Embedded	Our policies (SEND, behaviour, attendance, equality, safeguarding) and our accessibility plan are lived and aligned with each other and with our vision. Calm and predictable classrooms are set up to enable all children to succeed.

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 (including notable trends or themes over time, such as a growing prevalence or increasing complexity)
1	Speech, language and communication needs
2	Gaps in reading and literacy
3	Attention, focus and executive function
4	Social, emotional and mental health needs, including anxiety and low mood
5	Difficulty with emotional regulation *(our leading priority this year)*
6	Emotionally based school avoidance
7	Increasing number of families with complex circumstances meaning that children are starting school with lower levels of school readiness.
8	Increasing number of children with complex high needs

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 (noting evidence and barrier numbers addressed)	**Activity type (whether it is universal or targeted)**	**Total budgeted cost (this should account for spend from IMF and core budget allocations)**
Strengthen systems for collecting and analysing data to better understand needs across the school Addresses barrier(s): 1, 2, 5 **Essex pillar: Achieving**	Universal	*Training costs, allocation of staff, new resources purchased to support this: £30,000*
Deliver effective small group and one to one interventions, evaluated carefully for impact Addresses barrier(s): 1, 2, 4, 5 **Essex pillar: Achieving**	Targeted	*Support staff training, support from Inclusion team, additional resources:* £170,000

Description of activity (noting evidence and barrier numbers addressed)	Activity type (whether it is universal or targeted)	Total budgeted cost (this should account for spend from IMF and core budget allocations)
Provide professional development focused on improving classroom teaching Addresses barrier(s): 2, 3, 8 **Essex pillar: Achieving**	Universal	INSET costings, training packages £45,000
Use the EEF Teaching and Learning Toolkit to plan teaching and learning adaptations Addresses barrier(s): 2, 3, 4 **Essex pillar: Achieving**	Universal	SENCO sessions for support staff and cover costs £70, 000
Develop quiet spaces and structured activities for breaktimes and lunchtimes Addresses barrier(s): 5, 8 **Essex pillar: Participating and Wellbeing**	Targeted	MDA costings, additional resources purchased £45,000
Implement attendance interventions that consider the needs of pupils with SEND Addresses barrier(s): 5, 6, 7 **Essex pillar: Attending**	Targeted	Attendance & Welfare Officer, AHT for attendance: £35,000
Develop a pre-school offer to support parents in getting their children school ready. Continue to support those parents once children have started. Addresses barrier(s): 3, 5, 7 **Essex pillar: Relationships**	Targeted	EYFS lead release, Pupil and Family Support practitioner £30,000

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
Improved attendance and reduced persistent absence, particularly for pupils with SEND & FSM	Attendance data shows a measurable rise in attendance and a fall in persistent absence for pupils with SEND & FSM reviewed termly.
Greater staff confidence and consistency in inclusive, adaptive teaching	Staff surveys and learning walks show increased confidence and more consistent use of inclusive, adaptive teaching strategies. A successful Resourced Provision offer.

Intended outcome	Success criteria
Earlier identification of needs, and earlier support	Needs are identified and support put in place sooner, evidenced by the time between first concern and support being recorded.
Improved speech, language and communication across the cohort	Language screening and teacher assessment show more children reaching age-related expectations in communication.
Smoother transitions into, within and out of school	Pupil, parent and staff feedback shows transitions are well supported, with fewer concerns raised at key transition points.
More children show higher levels of school readiness and executive function skills in EYFS	Parental feedback on support is positive, children are achieving well.

Review of the previous academic year

This is our first inclusion strategy under the inclusive mainstream fund, so there is no previous academic year to review. We will assess the impact of this strategy at the end of the year, drawing on assessment data, attendance, engagement and pupil and family feedback, and use what we learn to shape next year's strategy.

Further information (optional)

ESSEX ANNEX · ESSEX INCLUSION STRATEGY, EQUITY AND EXCELLENCE FOR ALL

Our strategy and the Essex Inclusion Strategy

As an Essex school, we have signposted the activities in this strategy to the six pillars of the Essex Inclusion Strategy. Where an activity contributes to two pillars it is shown under both. This annex sets out that alignment so our governors, our school cluster and the local authority can read our statutory strategy alongside the county-wide one. Our shared ambition: every child feels safe, valued and knows that they belong.

Child and family centred	Partnership and co-production	Evidence and outcomes focused	Consistent, equitable and sustainable
Support shaped around children and families, not systems.	Built with pupils, families and our cluster.	Each activity links to a success measure.	The same quality of support for every child, every year.

ESSEX PILLAR 1 · RELATIONSHIPS

Positive, mutually respectful relationships that support the inclusion of every pupil

What our audit and voices told us	How this strategy responds
SEND parents often feel alone and need support from each other. Parents are struggling to support children at home to develop executive functioning skills and regulation skills	• Develop a SEND parent and carer forum, or work with local schools to gather family insights • Develop guidance for parents and carers, signposting wider services and supporting learning at home

Essex outcome under this pillar: Positive, mutually respectful relationships underpin and support the inclusion of all pupils.

ESSEX PILLAR 2 · WELLBEING

The wellbeing of every member of the school community is well supported

What our audit and voices told us	How this strategy responds
Audits of lunchtime provision tell us that children want quiet and calm spaces to go to at lunchtime. SEND pupils need a more focused offer that supports their needs.	Barriers 4 and 5, addressed through: ● Develop quiet spaces and structured activities for breaktimes and lunchtimes

Essex outcome under this pillar: The wellbeing of all members of school communities is well-supported.

ESSEX PILLAR 3 · ATTENDING

Every pupil enjoying school and attending well

What our audit and voices told us	How this strategy responds
Attendance data for pupils with EHCPs is our development area in attendance. Although above national outcomes, it is our weakest area.	Barrier 6, addressed through: ● Implement attendance interventions that consider the needs of pupils with SEND

Essex outcome under this pillar: All pupils enjoy school and have high levels of attendance (supported by our intended outcomes).

ESSEX PILLAR 4 · PARTICIPATING

Every pupil able and eager to take part in all aspects of school life

What our audit and voices told us	How this strategy responds
Audits of lunchtime provision tell us that children want quiet and calm spaces to go to at lunchtime. SEND pupils need a more focused offer that supports their needs.	● Develop quiet spaces and structured activities for breaktimes and lunchtimes

Essex outcome under this pillar: All pupils are empowered and eager to participate in all aspects of school life.

ESSEX PILLAR 5 · ACHIEVING

An equitable, high-quality curriculum that supports every pupil to achieve well

What our audit and voices told us	How this strategy responds
Our data is high for outcomes for pupils, but it also shows us that we could be more diagnostic earlier on in identifying reading support for pupils. Is it fluency, comprehension or decoding that is the biggest barrier? Audits on Ordinarily Available show some inconsistencies across classes. Audits on provision mapping exercises show some inconsistencies in approaches to interventions across the school.	Barriers 1, 2 and 3, addressed through: ● Strengthen systems for collecting and analysing data to better understand needs across the school ● Deliver effective small group and one to one interventions, evaluated carefully for impact ● Provide professional development focused on improving classroom teaching ● Use the EEF Teaching and Learning Toolkit to plan teaching and learning adaptations ● Develop guidance for parents and carers, signposting wider services and supporting learning at home

Essex outcome under this pillar: An equitable, high-quality curriculum supports all pupils to achieve well (supported by our intended outcomes).

ESSEX PILLAR 6 · MOVING ON

Every pupil well supported to move on to the right next step

What our audit and voices told us	How this strategy responds
[School to complete in Word: what your inclusion audit and pupil and family voice told you about this pillar.]	*[No activity mapped to this pillar yet.]*

Essex outcome under this pillar: All pupils are well-supported to move on to appropriate next steps (supported by our intended outcomes).

Our leading priority this year: Difficulty with emotional regulation.

With our school cluster	With Experts at Hand	With children and families
Through cluster working we help to identify shared pressures across the locality, offer peer challenge and share effective inclusive practice between settings.	Where a child needs more than we can provide alone, this strategy is our evidence base for timely, needs-led requests, so specialist advice builds our staff's skills and confidence.	Developed with our pupils and families, whose voice tells us whether children feel safe, valued and that they belong.

Supporting more children, earlier and closer to home. Working together for an inclusive, equitable and thriving Essex.