"And let us consider how we may spur one another on toward love and good deeds" Hebrews 10:24-25

Frenchay

C of E Primary School

Believe • Belong • Become

"At Frenchay, we believe in every child's potential, foster a sense of belonging, and empower them to become successful learners"

Title: Inclusion Strategy

Date issued: November 2026

Approved by: Nicola Dawson

Review Date: November 2027

Inclusion Strategy

Frenchay Church of England 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).

Statement of intent

At Frenchay Primary School, our vision is that every child will **believe, belong, become**. We are committed to creating a genuinely inclusive school where all pupils feel valued, experience a strong sense of belonging, learn alongside their peers, and are supported to achieve their full potential. We believe that inclusion is not an additional aspect of school life, but the foundation upon which outstanding learning, wellbeing and achievement are built.

Our approach is guided by the principle that inclusion should be embedded in everything we do. Through ambitious leadership and governance, we place inclusion at the heart of decision-making, strategic planning and school improvement. We are committed to developing a culture where staff, governors, pupils and families share collective responsibility for ensuring that every child can thrive.

We know that the most effective way to meet pupils' needs is through a strong, high-quality universal offer. Our curriculum, teaching, routines and wider provision are designed to be inclusive by design, recognising that a rising tide lifts all boats. We invest in high-quality adaptive teaching and evidence-informed practice so that all pupils, particularly our most vulnerable learners, can access learning, make progress and experience success. Where pupils require additional support, we use a graduated approach, carefully monitoring progress and tailoring provision through targeted and specialist support when needed.

Our practice is informed by the latest educational research and evidence. We prioritise early identification and intervention, recognising that timely support can prevent barriers from becoming entrenched and can significantly improve outcomes for children. We are committed to ensuring that pupils receive the right support, at the right time, from skilled and well-trained staff.

We believe that learning extends beyond the classroom, and we strive to ensure that all children can participate fully in the wider life of the school. We work hard to remove barriers to attendance, participation, enrichment opportunities and extracurricular activities so that every pupil can develop confidence, talents and aspirations.

Central to our approach is creating a safe, respectful and nurturing environment where positive relationships flourish. We want every child to feel known, understood and valued. By fostering belonging, promoting attendance and supporting engagement in learning, we help pupils develop the confidence to believe in themselves and their futures.

We recognise that successful inclusion is achieved through strong partnerships. We work closely with families, listening carefully to their knowledge of their children, and collaborating with external agencies and services when appropriate. Together, we seek to provide coherent, effective support that meets the needs of each child.

Finally, we are committed to maintaining inclusive learning environments and continuously improving accessibility so that all pupils can participate fully in school life. Through this commitment, we aim to ensure that every child at Frenchay Primary School can truly **believe, belong and become**.

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	Some pupils experience barriers to regular **attendance** arising from anxiety, emotional wellbeing needs or challenges in transitioning successfully into school.
2	A growing number of pupils are entering school with **speech, language and communication** needs which affect their ability to access classroom learning and interact confidently with peers.
3	An increasing number of pupils are presenting with difficulties related to **working memory, processing and understanding** instructions, and **executive functioning** skills such as organisation, planning and task initiation, creating barriers to independent learning, curriculum access and successful participation in classroom activities.
4	An increasing number of pupils are experiencing barriers associated with financial **disadvantage**, limited access to enrichment opportunities, housing instability and family wellbeing challenges, which can affect attendance, wellbeing, engagement in learning and full participation in school life.
5	An increasing number of pupils require support to develop **emotional regulation** skills and resilience in order to participate successfully in learning.

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)*
1 – Family Link Worker employed to support with: monitoring and improving attendance; working with school nurse to access early support	Targeted	£33,444
2 – SALT. Screening and delivering intervention package for pupils with identified SAL needs.	Targeted	£438 per day x 6 £2628
3 – Staff PD and QA to ensure high-quality, evidence-based teaching for all based on Frenchay Teaching and Learning Framework	Universal	£2000 Coaching from external consultant Cover for ELT release to coach
4 – Development and Implementation of Enrichment Framework	Universal	£500 release time
5 – Strengthening our graduated approach to SEMH support	Universal / targeted	Play therapy £5160

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**
Family Link Worker employed to reduce barriers caused by poor attendance, unmet family needs and delayed access to support, enabling pupils to engage more fully in learning and make sustained progress.	Overall attendance for identified pupils improves by at least 2 percentage points from baseline.

To identify and address speech, language and communication barriers early, improving pupils' ability to access the curriculum, participate in learning and communicate effectively with others.	100% of pupils identified as at risk of speech, language and communication difficulties receive screening within an agreed timeframe. At least 75% of pupils receiving SALT intervention demonstrate measurable progress against their individual communication targets.
To ensure all pupils, including those with SEND, benefit from consistently high-quality, adaptive teaching that removes barriers to learning and promotes strong progress and attainment.	Monitoring activities show that 90%+ of lessons consistently demonstrate the key features of the Frenchay Teaching and Learning Framework
To increase participation, belonging, confidence and cultural capital by ensuring all pupils can access a rich range of enrichment opportunities beyond the classroom.	Participation rates for pupils with SEND and/or disadvantaged pupils are within 10 percentage points of those for other pupils.
To improve the early identification and support of social, emotional and mental health needs, reducing barriers to attendance, engagement, behaviour and learning.	100% of pupils identified as requiring SEMH support have a documented assess-plan-do-review cycle in place. The proportion of SEMH-supported pupils who are persistently absent and/or receiving repeated suspensions reduces compared with the previous academic year.

Review of the previous academic year

Not applicable – first year of the Inclusion Strategy