St Augustine's CE Primary School

Inclusion Strategy Statement (2026–2027)

Our Vision for Inclusion

At St Augustine's CE Primary School, inclusion is central to our Christian vision and underpins all aspects of school life. We are committed to ensuring that every child is known, valued and supported to succeed. We believe that high-quality, inclusive teaching is the most effective way to meet the needs of all pupils and that provision should be designed from the outset to remove barriers to learning.

This Inclusion Strategy sets out how we use our overall school funding, including our notional SEN budget and Inclusive Mainstream Fund, to identify and meet the needs of our cohort and to embed inclusive practice across the school.

1. Our School Context and Cohort Needs

St Augustine's is a small rural primary school with 100 pupils on roll. Our context is defined by a high proportion of pupils with additional needs, including:

Around 30% of pupils identified as SEND, including pupils with EHCPs

A further group of pupils monitored for emerging needs

13% of pupils eligible for pupil premium

Pupils with a range of needs including:

Communication and interaction

Cognition and learning

Social, emotional and mental health (SEMH)

Sensory and/or physical needs

Given our small cohort sizes, individual pupils can significantly shape whole-school provision. Inclusion is therefore not a discrete strand of work, but a core driver of school improvement.

2. Common Barriers to Learning

Through our assessment, monitoring and SEND processes, we have identified the following commonly occurring and predictable barriers within our cohort:

Speech, language and communication difficulties

Limited working memory and processing skills

Emotional regulation and anxiety

Social interaction and relationship-building

Gaps in phonics, reading and basic skills

Low confidence and resilience

Attendance and engagement challenges for some vulnerable pupils

Our strategy is designed to address these barriers proactively through strong universal provision and targeted support.

3. Ordinarily Available Inclusive Provision

Our approach is rooted in the principle that high-quality teaching for all pupils is the first and most important level of support.

Across the school, this includes:

Clearly established routines and predictable classroom environments

Adaptive teaching that responds to pupils' needs in real time

Use of visual supports, scaffolds and dual coding

Explicit teaching of vocabulary and language structures

Flexible seating and workspaces

Structured opportunities for talk and interaction

Calm, purposeful classrooms that support regulation

High expectations for all pupils

Ongoing formative assessment to inform teaching

Teachers are responsible for the progress of all pupils in their class, including those with SEND, and are supported through training, coaching and access to high-quality information about pupil needs.

4. Use of Funding

Our inclusion strategy is funded through our core school budget, including our notional SEN budget and the Inclusive Mainstream Fund.

Strategic Investment: Inclusion Assistant

A significant proportion of this funding is allocated to the appointment of a dedicated Inclusion Assistant.

The Inclusion Assistant's role is central to our strategy and is designed to strengthen inclusive practice across the school. Their responsibilities include:

Supporting the implementation of ordinarily available provision in classrooms

Working alongside teachers to adapt provision for pupils with additional needs

Delivering targeted support for pupils with identified barriers

Supporting pupils' emotional regulation and readiness to learn

Facilitating early intervention and preventing escalation of need

Contributing to the development of inclusive environments and routines

Supporting transitions and key points in the school day

Working closely with the SENDCo and class teachers to ensure consistency of approach

This role ensures that inclusion is proactive, responsive and embedded within daily practice, rather than reliant on reactive interventions.

5. Our Approach Across the Areas of Inclusion

Leadership and Governance

Inclusion is a strategic priority. Leaders and governors regularly review provision, funding and impact to ensure that resources are used effectively.

Inclusive Culture and Relationships

We promote a culture of kindness, respect and belonging. Relationships between staff and pupils are strong and support pupils to feel safe and valued.

High-Quality Teaching and Adaptive Practice

All staff are supported to develop inclusive teaching through training, modelling and collaboration.

Early Identification and Assessment

We use a graduated approach to identify need early and respond quickly, ensuring that support is timely and appropriate.

Targeted Support and Intervention

Where needed, targeted support is carefully planned, time-limited and linked to clear outcomes.

Family Partnership and Pupil Voice

We work closely with families and value their insight. Pupils are supported to understand their own needs and contribute to decisions about their learning.

Inclusive Environments and Transitions

We ensure that classrooms and wider school environments are accessible and supportive, and that transitions are carefully planned.

6. Key Priorities for 2026–2027

Embed the role of the Inclusion Assistant across all classes

Further strengthen adaptive teaching through professional development

Ensure consistent implementation of ordinarily available provision

Improve early identification and response to emerging needs

Enhance support for pupils' emotional regulation and wellbeing

Continue to develop strong partnerships with families

7. Monitoring, Evaluation and Review

The impact of this strategy will be monitored through:

Pupil progress and attainment data

SEND reviews and provision mapping

Learning walks and classroom observations

Pupil and parent voice

Attendance and behaviour data

The strategy will be reviewed annually by school leaders and governors and updated to reflect the needs of the cohort.

Publication and Accessibility

This Inclusion Strategy Statement is published on the school website and is available to parents, carers and external partners. It will be reviewed annually and is available for inspection purposes.