Inclusion Strategy

Coppull Parish 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).

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026 onwards
Date this statement was published	25/11/2026
Date on which it will be reviewed	Annually
Statement authorised by	J.Cooper (Headteacher)

Statement of intent

At Coppull Parish Church of England Primary School, inclusion means that every pupil is welcomed, valued and supported to belong, participate and achieve. Guided by our Christian vision to nurture a loving family ethos in which everyone can flourish and develop their God-given talents, we are committed to ensuring that all pupils experience ambitious teaching, make strong progress from their starting points and participate fully in the wider life of the school. Our values of being curious, compassionate and courageous underpin this work.

The school currently has 158 pupils on roll. Whilst the majority of pupils are White British, we are committed to preparing pupils for life in modern Britain and celebrating diversity within our curriculum and wider school life. Approximately 19.6% of pupils have identified SEND, including 16.5% receiving SEN Support and 3.2% with an Education, Health and Care Plan. Speech, Language and Communication Needs and Social, Emotional and Mental Health Needs are currently the most prevalent SEND needs within the school.

Our approach is built upon high-quality adaptive teaching, early identification, strong relationships with families and a graduated approach to support. Through regular assessment, pupil progress meetings, provision mapping, individual learning plans and partnership working with external professionals, we seek to remove barriers to learning and participation for all pupils.

This strategy focuses on strengthening early identification of need, improving outcomes for disadvantaged pupils, particularly in reading, developing consistent approaches to evaluating the impact of provision and ensuring that all pupils can access the full range of opportunities available at Coppull Parish. We are committed to using our resources effectively to support inclusion, promote independence and improve long-term outcomes.

Our work reflects the Department for Education's seven principles of inclusion and has been informed by school self-evaluation, pupil progress information, attendance and participation data, pupil voice, parent feedback and SEND reviews. We value the contribution of families, governors, staff and external professionals in helping us develop an inclusive school where every child feels they belong and can flourish.

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	**Disadvantaged pupils' academic outcomes, particularly in reading** Disadvantaged pupils attend well and participate fully in school life; however, this positive engagement is not yet translating consistently into strong academic outcomes. In 2025, 63% of our disadvantaged pupils achieved the expected standard in reading, compared with 81% of non-disadvantaged pupils nationally. The barriers underpinning this attainment gap vary between pupils and cannot be attributed to disadvantage alone. There is a need for more precise identification of individual barriers, responsive and inclusive universal provision, and carefully matched targeted support. Provision must be systematically reviewed for impact and adapted where it is not securing the intended progress.
2	**Variability in developmental starting points and early identification of need** Children enter Reception with a wide range of strengths, experiences and developmental starting points. Some children may experience barriers to accessing learning and participating fully in school life from the outset, whilst others may have emerging or previously unidentified needs. Effective transition arrangements, purposeful assessment and information-sharing with families and early years providers are essential to developing a holistic understanding of each child. This enables responsive and inclusive universal provision, the earliest possible identification of emerging needs and timely, targeted support where required. Ongoing assessment and review ensure that provision evolves in response to children's development and progress.
3	**Consistency and evaluation of inclusive provision** Our school provides a wide range of inclusive provision and support through its graduated approach, individual learning plans and pupil progress processes. As provision continues to develop, there is a need to strengthen the consistency with which intended outcomes are defined, progress is monitored and impact is evaluated. Systematic evaluation of interventions, adaptations and wider support is essential to ensuring that provision remains responsive to individual needs, resources are deployed effectively and approaches are adapted where they are not securing the intended outcomes. This includes evaluating the impact of provision on pupils' learning, independence, participation and wider development.
4	**Delays in accessing external specialist services** Extended waiting times for external specialist services, including educational psychology, speech and language therapy and CAMHS, can delay access to specialist assessment, advice and intervention. Financial constraints our capacity to commission private assessments and services, resulting in reliance on local authority and wider statutory service pathways.

	Whilst awaiting specialist input, it is essential that pupils and families receive coordinated and timely support. Provision must remain responsive to identified needs, informed by the school's ongoing assessment, available professional advice and effective partnership working with families and external agencies. Support should be needs-led rather than dependent on a formal diagnosis or specialist assessment.
5	**Capacity and resources to meet increasingly complex needs** As the range and complexity of pupils' needs increase, limitations in staffing capacity, particularly during afternoon sessions, alongside access to specialist resources, suitable intervention spaces and available funding, can present barriers to the effective delivery of inclusive provision. This requires careful prioritisation, strategic deployment of staff and purposeful use of existing spaces and resources. Provision must be planned to maximise pupils' access to the curriculum, meaningful participation and growing independence, whilst ensuring that targeted support is appropriately matched to individual needs. Developing staff expertise and strengthening inclusive universal provision are essential to building sustainable capacity across the school.

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.

The DfE defines the **universal offer** as: "Central to a stronger inclusive mainstream system is a universal offer built on high quality, adaptive teaching and whole-school practises that enable all children, including those who face barriers to learning and participation, to achieve and thrive."

The DfE defines **targeted support** as: "For children and young people whose needs cannot be met through the universal offer alone, targeted support should be provided to enable them to achieve and thrive."

Our first-year focus is to strengthen and evaluate a small number of approaches, rather than add multiple new initiatives. Activities will be funded from the core budget, including the notional SEN budget, and/or the IMF as applicable. Any expenditure from the IMF will be allocated to the stated DfE principle.

Our first-year focus is to strengthen and evaluate a small number of approaches, rather than add multiple new initiatives. Activities will be funded from the core budget, including the notional SEN budget, the IMF and Inclusion Capital Funding awarded by the local authority, as applicable. Any expenditure from the IMF will be

allocated to the stated DfE principle. Capital expenditure will be identified separately and used in accordance with the conditions of the local authority funding award. The impact of investment across all funding streams will be evaluated against the school's identified barriers to learning and participation and intended inclusion outcomes.

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)*
Make inclusion planning and impact evaluation more consistent. Building on existing pupil progress meetings, individual learning plans and reviews of attainment, attendance, behaviour, wellbeing and participation, leaders will establish a more consistent way to record the intended outcome for each significant adaptation or intervention, the evidence used to review it, and the decision taken as a result. Reviews will draw on learning-plan outcomes, pupil and parent voice, assessment and participation information, and relevant case studies. Leaders will use the findings to adapt provision promptly and identify effective practice to share across the school. This supports the school's improvement priorities for disadvantaged pupils, writing and equitable enrichment, while avoiding the assumption that simply providing support demonstrates its impact. The Guide to implementation (EEF) supports a structured approach to selecting and embedding evidence-informed practice; the Inclusive mainstream fund: best practice for schools (DfE) provides the funding and inclusive-practice context. **Principle: ambitious leadership and governance that embeds inclusion. Barriers addressed: 1, 2, 3, 4, 5**	Universal	**Total Budgeted Cost: £3,000** **Funding will contribute towards:** Additional SENCo release time for provision mapping, APDR cycles, annual reviews, staff coaching, monitoring the impact of provision, analysing pupil outcomes and supporting teachers with reasonable adjustments. Funding will also support the development of consistent systems for recording intended outcomes, reviewing impact and sharing effective inclusive practice across the school.
Formalise early identification and transition from Nursery into Reception. This fills a recognised gap and builds on the school's existing structured transition meetings and information-sharing, extending them through a more systematic process for identifying emerging needs. The process will include timely information from families and relevant early-years settings, discussion of children's strengths and possible barriers, and an early review of how well initial provision is working after entry. Where a potential need is identified, staff will use the school's graduated approach and seek appropriate advice through available local pathways; waiting for specialist input will not prevent the school from considering and reviewing provision it can offer. The Special Educational Needs in	Universal	**Total Budgeted Cost: £1,500** **Funding will contribute towards:** Enhanced Reception transition arrangements, nursery visits, additional parent meetings, observations, screening tools, release time for information gathering and planning, and early intervention resources to

Mainstream Schools (EEF guidance report) supports a graduated approach, close use of assessment and high-quality teaching for pupils with SEND. **Principle: evidence-based support prioritising early intervention. Barriers addressed: 2, 3, 5**		support the identification of emerging needs and ensure timely support from the start of Reception.
Strengthen consistent adaptive teaching and curriculum access across the school. Building on the adaptive teaching already embedded in classes and staff use of professional development and specialist advice, leaders will focus staff development and review on consistent implementation rather than introduce a separate model. Teachers will consider how explanations, scaffolds, resources, classroom routines and opportunities to practise and revisit learning can help pupils access ambitious curriculum content. The focus will include the school's writing priority, challenge for pupils secure at the expected standard, and the previous inspection's findings about consistent phonics delivery and regular curriculum recap. Teachers and support staff will review whether adaptations help pupils access learning and develop confidence and independence, using pupil work, assessment, pupil voice and lesson visits. The school will also enhance its EYFS and KS1 learning environment following the extension of the Early Years/Key Stage 1 provision. Funding will be used to equip the extended area with sensory-supportive furnishings and resources, including carpeting to improve acoustics and reduce sensory overload, suitable furniture, blinds and an interactive whiteboard. These adaptations will create a more inclusive, engaging and accessible environment that supports communication, attention, independence and participation for all pupils, particularly those with SEND. The *Special Educational Needs in Mainstream Schools* (EEF guidance report) highlights the importance of excellent teaching for pupils with SEND and provides evidence-informed recommendations for supporting them in mainstream schools. **Principle: high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 1, 3, 4, 5**	Universal & Targeted	**Total Budgeted Cost: £12,000** **Funding will contribute towards:** Widgit Online, Nessy and WellComm resources; visual supports; staff CPD in adaptive teaching, communication needs and neurodiversity; additional SENCo capacity for classroom modelling and coaching; specialist support purchased through Lancashire Specialist Teaching Service; specialist HLTA training; resources to support interventions including LEGO Therapy, sensory circuits and communication support; and the development of the extended EYFS/KS1 provision, including sensory-supportive flooring, blinds, furniture, equipment and an interactive whiteboard to create an accessible and inclusive learning environment.

Develop a dedicated inclusion space to strengthen the school's capacity to meet increasingly complex needs. Utilising Inclusion Capital Funding awarded by the local authority, we will reconfigure an existing, currently unused space adjacent to the Reception and Year 1 classrooms to create a purpose-designed inclusion space. Its central location will enable flexible access for pupils across all year groups throughout the school day. Use of the space will be needs-led, purposeful and regularly reviewed, complementing rather than replacing high-quality inclusive classroom provision. Leaders will evaluate its impact on pupils' access to learning, emotional and sensory regulation, engagement, independence and successful reintegration into mainstream classrooms. The Special Educational Needs in Mainstream Schools (EEF guidance report) supports the development of positive and supportive learning environments and the use of carefully selected interventions that complement high-quality classroom teaching. **Aligned principle: high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 2, 3, 5.**	Universal & Targeted	**Total Budgeted Cost: £34,977** **Funding source:** LA Inclusion Capital Funding. **Funding will contribute towards:** Reconfiguration of the existing space, acoustic treatment, the creation of designated learning, intervention and regulation zones, sensory resources, suitable furniture and associated fixtures and equipment, in accordance with the capital funding award conditions.
Refine targeted academic support for disadvantaged pupils, with a focus on reading. Building on the school's existing Pupil Premium strategy and knowledge of individual pupils, the school will sharpen identification of each pupil's barriers and match teaching adaptations and any additional support to those needs. Reading will be a particular focus in response to the 2025 outcome for disadvantaged pupils. Termly pupil progress reviews will examine attainment, progress, pupil work and, where support is provided, whether its intended learning outcomes are being met. The school will adapt or stop approaches where evidence indicates limited impact, and keep high-quality classroom teaching central to support. This is targeted provision for pupils whose needs cannot be met through the universal offer alone. The Guide to the pupil premium (EEF, tiered approach) provides evidence-informed guidance for planning and reviewing support for disadvantaged pupils; the Special Educational Needs in Mainstream Schools (EEF guidance report) supports the combination of excellent teaching with provision responsive to individual needs. **Principle: evidence-based support prioritising early intervention. Barriers addressed: 1, 3, 4**	Targeted	**Total Budgeted Cost: £5,500** **Funding will contribute towards:** Precision Teaching, phonics interventions, targeted reading interventions, speech and language programmes, structured catch-up support, TA-led small-group provision, intervention resources and assessment materials used to support disadvantaged pupils and pupils requiring additional support.
Build on and extend the school's enrichment and participation work.	Universal	**Total Budgeted Cost: £1,000**

Building on the existing termly monitoring of disadvantaged pupils' access to wider opportunities and extra-curricular activities, and the school's current enrichment offer, leaders will develop a progressive entitlement from Reception to Year 6 and use participation information to identify barriers for disadvantaged pupils and pupils with SEND. Pupil voice and family feedback will help the school understand whether cost, access, confidence, practical arrangements or other individual circumstances are limiting participation. Leaders will use this information to consider proportionate adjustments to the offer and evaluate whether participation is becoming more equitable. The activity will support pupils' confidence, interests and sense of belonging, while linking to the school's enrichment priority. The Inclusive mainstream fund: best practice for schools (DfE) sets out the inclusive mainstream context for using the fund to improve access and participation. **Principle: enriching provision beyond the classroom that all children can access. Barriers addressed: 3, 4**		**Funding will contribute towards:** Additional staffing for educational visits, clubs, residential visits, transition activities and reasonable adjustments that enable pupils with SEND and other identified barriers to participate fully in wider school opportunities and enrichment experiences.
Strengthen coordination with families and wider services when specialist input is delayed. Building on existing relationships with families, information-sharing by senior leaders and DSLs, and work with social workers, the Virtual School and other professionals where appropriate, the school will make coordination and review of support clearer when external services have waiting lists. This includes agreeing how school and family observations and available professional advice inform the pupil's current provision, recording actions and review points, and using relevant planning processes such as PEPs where applicable. The purpose is not to replace specialist assessment or treatment, but to maintain communication and review school-based provision while families await external input. Staff can draw on appropriate resources for pupils with speech, language and communication needs, such as the Resource library for educators (Speech and Language UK). **Principle: strong partnerships with families and wider services. Barriers addressed: 2, 3, 5**	Universal & Targeted	**Total Budgeted Cost: £2,000** **Funding will contribute towards:** Additional SENCo time for meetings with families, Educational Psychology, SEND advisory teachers, Speech and Language Therapy, Occupational Therapy, CAMHS and other agencies. Funding will also support multi-agency working, coordination of provision, review meetings and ongoing communication with families while specialist advice or assessments are being awaited.
		Total budgeted spend: £59,977

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
Disadvantaged pupils make stronger progress, particularly in reading, and attainment gaps reduce.	Termly pupil progress reviews record disadvantaged pupils' reading attainment and progress from starting points, compare patterns with relevant peers and identify pupils requiring a change in provision. By July 2027, the school's assessment information shows improved reading outcomes for disadvantaged pupils and a narrowing of the identified attainment gap against the school's agreed baseline. Pupil work and review records show that support is matched to identified barriers and that provision is adapted where progress is limited.
Emerging SEND needs are identified and acted on earlier as pupils move from Nursery into Reception.	The school records whether transition and information-sharing arrangements have been completed for each Reception entrant, including discussion with families and relevant early-years settings where applicable. Potential needs identified at transition are considered promptly, with initial provision and a review point recorded. Leaders review the number and timeliness of completed transition records and whether provision was in place when identified needs required it.
The impact of adaptations and additional provision is clearer and informs timely decisions.	For significant interventions and adaptations reviewed through the school's agreed process, intended outcomes and review evidence are recorded. Termly reviews document whether provision is maintained, adapted or discontinued and the reason for that decision. Evidence includes progress in learning, attendance, engagement, behaviour, wellbeing, participation and pupil or parent feedback where relevant.
Pupils access ambitious, inclusive teaching and make strong progress from their starting points.	Monitoring of writing, reading and classroom practice shows improved consistency in adaptive teaching, phonics delivery and opportunities to recap and revisit important learning. Pupil work, assessment information, pupil voice and lesson visits show whether pupils can access the curriculum, including pupils with SEND and pupils who need additional support. Writing reviews track progress from starting points and progress towards greater depth, particularly for pupils already secure at the expected standard.
Pupils with SEND and disadvantaged pupils participate equitably in enrichment and wider school life.	The school maintains termly participation information for disadvantaged pupils and pupils with SEND against the school's enrichment entitlement. Leaders identify and record barriers and actions taken; subsequent reviews check whether participation improves and whether pupils can describe experiences that have developed their confidence, interests or independence.

Pupils and families experience coordinated, respectful support, including while awaiting external services.	Relevant family communication, coordination with professionals and review points are recorded in line with the pupil's needs and appropriate planning arrangements. Pupil and parent feedback, alongside review of provision and participation, is used to identify whether support is understood, coordinated and responsive. Attendance, engagement and wellbeing information is considered where relevant, and concerns or changes in need prompt a review of school-based support.