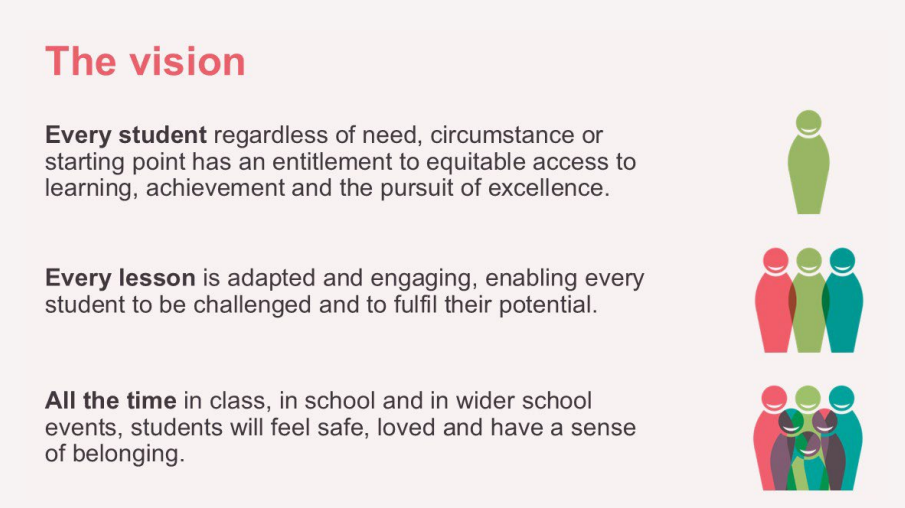
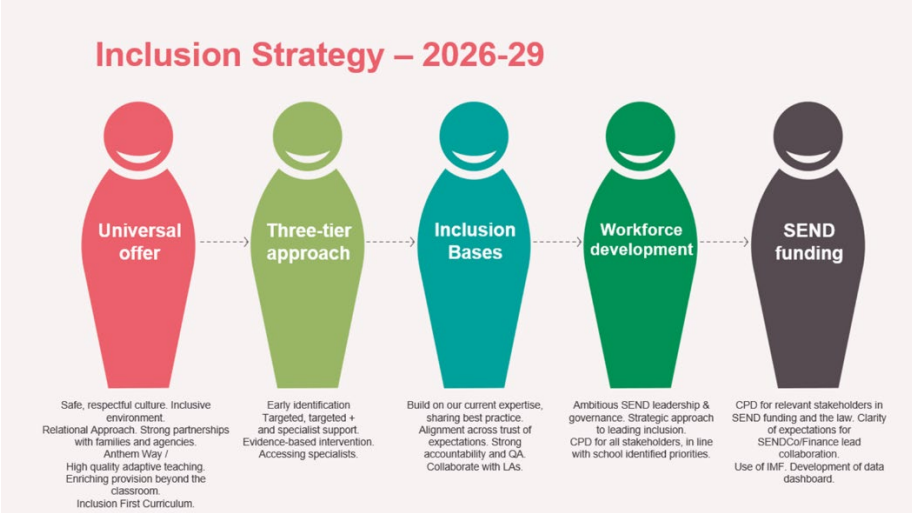
Inclusion Strategy

School name:	Benjamin Adlard Primary School
Headteacher:	Luke Lovelidge
Inclusion Lead(s):	Debbie Glover
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Statement authorised by:	Kelsey Clark-Davies

This strategy sets out how the school will fulfil Anthem Trust's vision for inclusion and ensure every child belongs, participates, achieves and thrives. It will align to the Anthem Inclusion Strategy 2026-29





Anthem Schools' Inclusion Strategy – 2027-28

This document should be read alongside:

- Anthem Trust's Inclusion Strategy
- The school SEND Action Plan
- School Pupil Premium Strategy

We have considered all elements of this strategy against the DfE's published "7 principles of Inclusion":

1. Ambitious leadership and governance that embeds inclusion
2. Evidence-based support prioritising early intervention
3. High quality adaptive teaching with curriculum designed for all learners
4. Enriching provision beyond the classroom that all children can access
5. A safe and respectful culture fostering belonging, attendance, and participation in learning
6. Strong partnerships with families and wider services
7. Inclusive environments with continuous improvements to accessibility

Anthem Schools' Inclusion Strategy – 2027-28

Statement of intent:

At Benjamin Adlard Primary School, we believe that every child has the right to belong, thrive and achieve. We are committed to creating a culture where every pupil is known, valued and supported, regardless of their starting point, background, need or circumstance. Inclusion is not an additional aspect of our work; it is the foundation upon which our school community is built.

Guided by the Department for Education's vision for an inclusive education system, informed by evidence-based practice and shaped through collaboration with pupils, families, staff, governors and external partners, we strive to remove barriers to learning, participation and achievement so that all children can flourish academically, socially and emotionally.

We recognise that equity does not mean giving every child the same. Instead, it means ensuring that every child receives the support, challenge, opportunities and experiences they need to succeed. This commitment is realised through our Access for All approach, which provides a coherent framework for ensuring that every pupil can access the curriculum, participate fully in school life and receive the right support at the right time. Through high-quality teaching, effective adaptation, targeted support and specialist provision where required, we are committed to ensuring that no child is left behind.

Our inclusion strategy is underpinned by the seven principles of inclusion. We foster a sense of belonging where every child feels welcomed, respected and represented. We maintain high aspirations for all learners and provide access to a broad, ambitious and inclusive curriculum. We identify and respond to barriers early, promote positive wellbeing, celebrate diversity and difference, and ensure that all pupils can participate fully in school life. We believe that inclusion is most effective when it is a shared responsibility, with children, families, staff and the wider community working together to achieve the very best outcomes for every child.

The development of this strategy has been informed by the experiences and perspectives of our pupils, families, staff, governors and external partners. Through ongoing dialogue and collaboration, we seek to ensure that our provision remains responsive to the needs of our community and reflects our shared ambition for all children.

This strategy outlines how we will create and sustain a culture where inclusion is everyone's responsibility and every child is known, valued and supported. Through strong partnerships with families, staff and the wider community, we will ensure that every child has the opportunity to flourish academically, socially and emotionally. In doing so, we live our commitment to Every Child, Every Day, Making a Difference, ensuring that every child has the right to belong, thrive and achieve.

Anthem Schools' Inclusion Strategy – 2027-28

Inclusion context:

	Number of students	% of whole school
Number on roll:	219	
SEND support:	68	32%
EHCP:	22	11%
Pupil Premium:	146	67%
EAL:	54	25%
Social Care:	5 – CP 14 – CIN 20 – TAF 52 – Previously open to social care	2% - CP 6% - CIN 9% - TAF 24% - Previously open to social care
CLA / Previously CLA:	4 – CIC 7 – SGO/Kinship	2% - CIC 3% - SGO/Kinship
Year to date whole school Attendance:		94.5%
Year to date Persistent Absence:	37	17.1%
Year to date suspensions:	0	0
IMF allocation:	£11,900	

Current strengths

What do we do well currently?

- Inclusion is at the heart of this school. Leaders hold high ambitions for pupils, most of whom are disadvantaged, who face barriers to their learning and/or wellbeing or who have special educational needs and/or disabilities (SEND). Leaders maintain a laser-sharp focus to ensure that the school's vision of 'every child, every day, making a difference' is realised. (Ofsted March 2026)

- Staff swiftly identify the needs of pupils with SEND. Leaders work closely with families and a vast array of external professionals. They ensure that pupils with SEND receive the help they need. They tailor support precisely and review it rigorously to make sure it has the intended impact. (Ofsted March 2026)
- Staff are extremely well trained and experienced. They adapt learning systematically and skilfully to remove the barriers many pupils face. Provisions such as the 'launch pad', 'pause pod' and 'zen den' support pupils' wellbeing and provide targeted, effective learning. (Ofsted March 2026)
- Through a relentless focus on meeting the needs of every child, outcomes for pupils with SEND consistently exceed national averages across a range of key indicators, including Year 1 Phonics Screening Check, the Multiplication Tables Check (MTC) and Key Stage 2 statutory assessments. These outcomes reflect our belief that when barriers are removed and the right support is provided, all children can belong, thrive and achieve.
- Our inclusive culture is characterised by a relentless commitment to understanding and responding to the needs of our most vulnerable pupils and those with the most complex needs. Staff continually reflect on and adapt provision to ensure barriers are removed and every child can belong, thrive and achieve. This approach has resulted in exceptionally positive inclusion outcomes, including zero suspensions during the current academic year and suspension rates that are consistently well below local and national figures.
- Relationships are at the heart of the school's success. Leaders and staff embody a highly relational approach, combining high challenge with high support for pupils, families, staff and wider stakeholders. Strong, trusting partnerships enable barriers to be identified and addressed quickly, ensuring that every child receives the right support at the right time. This collaborative culture contributes to exceptionally strong outcomes for pupils, particularly those who are vulnerable or have SEND, and ensures that every child can belong, thrive and achieve.

Key Barriers

- Increasing levels of complexity within our Early Years cohort, including children who are pre-verbal or have significant and complex needs, require highly responsive provision, specialist expertise and carefully adapted learning environments to ensure all children are fully included and able to thrive alongside their peers.
- The increasing complexity and range of SEND, SEMH and inclusion needs across the school is placing greater demands on leadership capacity, particularly in relation to the strategic development, quality assurance and expansion of the Thrive programme to ensure it continues to meet the needs of pupils effectively.

- High pupil mobility presents a significant barrier to learning. Many children join the school mid-year from low-cost private rentals, the traveller site, women's refuge provision, or due to the school's reputation for inclusion. As a result, pupils often have low starting points, gaps in learning due to disrupted education and attendance, and may have experienced trauma, impacting their progress and wellbeing.

Trust Inclusion Priorities

In line with DfE recommendations, at Anthem Trust we have pooled our IMF budget to maximise shared resources across our schools. We have used the IMF to support three key areas of our trust wide Inclusion strategy, (using @12.5% of overall IMF budget) enabling training and resources which all schools have access to:

1. **Further embed our trust wide inclusive culture, ensuring a relational, positive, strengths-based approach**
2. **Ensure ambitious leadership of Inclusion**
3. **Enable early identification and assessment of need**

Trust Key Actions

Priority 1:	Further embed our trust wide inclusive culture, ensuring a relational, positive, strengths-based approach			
Key Actions	**Persons responsible**	**Timescale**	**Cost**	**Success criteria**
Ongoing Thrive implementation • Wave 3 of Childhood Licensed practitioner training	Director of Inclusion (DOI)	Ongoing	£30,689.63	100% of schools across the Trust have embedded agreed relational principles and a positive, strengths based approach; and are trauma informed with high quality, restorative relationships evident at all levels.

• Appoint trust Thrive lead for support and QA • Evaluate implementation success of wave 1 schools and start to embed • Support implementation in wave 2 schools • Deliver whole school training in neuro-science, child development theory, PACE, VRFs, Thrive tools • Embed use of Thrive online assessment tools and resources	Trust Thrive lead Licensed practitioners	Wave 3 training Oct 26-Mar 27 Thrive lead in post from Sep 26		Culture across all stakeholders within the trust aligns to a "Relational Approach". A culture of psychological safety exists across schools and all stakeholders within the trust and relationships evidence both high levels of support & kindness and high levels of challenge. Positive, strengths based cultures are well embedded across all schools with a general rule of a 5:1 positive: negative ratio for all interactions and strengths based language used. Neurodiversity and visible difference is valued and strengths are celebrated. Unconscious bias and race equity has been explicitly considered in every school. Staff have increased awareness in this area, influencing increased fairness and equity in actions.
Priority 2:	Ensure ambitious leadership of Inclusion			
Key Actions	**Persons responsible**	**Timescale**	**Cost**	**Success criteria**
All schools participating in the Whole Education SEND leadership programme Enable partnerships between SENDCos for school to school visits, sharing expertise, QA and support	DOI / SENDCos / Headteachers	June 26 – Jul 27 From Oct 26	£13,687.50	Clarity on strengths and areas for improvement in Inclusion in every school All SENDCos can clearly articulate their school's context, strengths & AFIs, provision and outcomes Inclusion leadership is distributed across each school

Ensure SENDCos are using the OFSTED playbook for Inclusion Ensure clear messaging to HTs around succession planning for Inclusion leadership Inclusion data dashboard to be developed		From Sep 26 Ongoing Spring 27		Quality of inclusive provision is strong standard in every school All schools have permanent, experienced SEND leadership with clear succession planning. Strong collaboration exists across schools, ensuring peer support, challenge and sharing of best practice
Priority 3:	Enable early identification and assessment of need			
Key Actions	**Persons responsible**	**Timescale**	**Cost**	**Success criteria**
Scoping activity on current screening tools used in schools Trust level recommendations made on evidence-based screening tools available A suite of screening tools purchased and available Expectations explicit at trust level around use of screening tools.	DOI	Autumn 26	£5000	All screening tools used across the trust are evidence based. Systematic approach to screening on entry, where appropriate, in all schools. Students' needs are identified early, with timely intervention planned to address gaps. Screening tools are aligned across the trust, covering all five areas of development. Attainment and Progress outcomes for students with SEND are above national. Gap between SEND and non-SEND students is reduced

School Inclusion Priorities

- Develop an Early Years Inclusion Base to enhance provision for children who are pre-verbal and those with complex needs, ensuring they can access a highly personalised, communication-rich environment that supports their learning, development and wellbeing.
- Further develop leadership capacity for inclusion to ensure the effective strategic oversight, implementation and evaluation of SEND, SEMH and wider inclusion provision across the school.
- Further establish Benjamin Adlard Primary School as a centre of excellence for inclusion by sharing effective practice, supporting other schools and organisations, and contributing to the development of inclusive provision across the wider sector.

School Key Actions

Priority 1: Develop an Early Years Inclusion Base to enhance provision for children who are pre-verbal and those with complex needs, ensuring they can access a highly personalised, communication-rich environment that supports their learning, development and wellbeing.

Key Actions	Persons responsible	Timescale	Cost	Success criteria
Appoint an Early Years Inclusion Base Lead.	LL, DG	July 2026	£10,000	Inclusion Base Lead appointed with clear roles, responsibilities and accountability measures in place.
Develop clear entry and referral criteria.	LL, DG	July 2026		Entry criteria agreed, published and consistently applied to all referrals.
Identify pupils suitable for the provision.	DG, PS	July 2026		All pupils accessing the provision have needs accurately matched to the purpose of the Inclusion Base.

Hold transition meetings with parents and professionals.	DG, PS	July 2026		100% of pupils admitted have a transition meeting and personalised transition plan in place.
Purchase specialist resources and equipment.	LL, DG, PS	July 2026		Provision is fully equipped with resources that support communication, engagement, sensory regulation and learning.
Create individual and group timetables.	PS	July 2026		All pupils have personalised timetables that balance specialist support with inclusion opportunities.
Develop a communication-rich learning environment.	DG, PS	September 2026		Learning environment reflects best practice in supporting communication, language and interaction.
Train staff in the Attention Autism approach.	DG	October 2026		All Inclusion Base staff are trained and confidently deliver Attention Autism sessions.
Create and implement an ongoing development plan linked to CPD (Identiplay and Intensive Interactions)	DG	Ongoing from Nov 2026		Staff will be confident and able to use the strategies which will result in improved pupils outcomes.
Train staff in high-quality interactions using the ShREC approach.	AA	October 2026		Staff consistently demonstrate effective communication and interaction strategies during observations.
Develop staff understanding of Little Wandle Foundations.	AA	October 2026		Staff effectively implement Little Wandle Foundations strategies within daily provision.

Establish assessment and progress-monitoring systems.	DG, PS	October – Dec 2026		Baseline assessments and termly progress reviews are completed for all pupils.
Work collaboratively with external professionals.	DG, PS, MS, JW, KP, AG	Ongoing		Recommendations from external agencies are embedded into individual provision plans.
Monitor pupil outcomes and quality of provision.	DG, PS	Ongoing		Monitoring demonstrates strong pupil engagement, progress and participation.
Monitor and evaluate the impact of the provision.	SM, KCD, LL, SH, DG	Ongoing		Formal evaluation completed termly with identified strengths, actions and next steps.
Refine and develop provision based on evaluation findings.	LL, DG, PS, SH	Ongoing		Continuous improvements lead to improved pupil outcomes and increased effectiveness of provision linked to the School Development Plan.

Priority 2: Further develop leadership capacity for inclusion to ensure the effective strategic oversight, implementation and evaluation of SEND, SEMH and wider inclusion provision across the school.

Key Actions	Persons responsible	Timescale	Cost	Success criteria
Identify additional leadership capacity to support inclusion priorities.	LL, JT, EW	July 2026	£1,500	Additional leadership capacity is established with clearly defined responsibilities.
Engage identified staff in Thrive and inclusion leadership training.	EW	Sept 26, Nov 26, Jan 26, March 26, May 26		Relevant staff successfully complete agreed Thrive and

				inclusion leadership training.
Clearly define roles and responsibilities within the Thrive provision.	JT, EW	September 26		Roles, responsibilities and lines of accountability are understood and consistently implemented.
Support teachers to complete individual Thrive assessments and action plans.	EW	Ongoing		Thrive assessments and action plans are completed for identified pupils and reviewed regularly.
Review the impact of Thrive provision alongside the Lead Thrive Practitioner.	JT, EW	Termly		Termly reviews demonstrate the effectiveness of Thrive provision and identify next steps for development.
Monitor and evaluate the impact of additional leadership capacity on inclusion outcomes.	SM, KCD, LL, JT, JG	Termly		Monitoring shows improved quality assurance, staff confidence, pupil outcomes and strategic oversight of inclusion provision.

Priority 3: Further establish Benjamin Adlard Primary School as a centre of excellence for inclusion by sharing effective practice, supporting other schools and organisations, and contributing to the development of inclusive provision across the wider sector.

Key Actions	Persons responsible	Timescale	Cost	Success criteria

Showcase inclusive practice through hosted visits and learning walks.	LL, DG, SH, SM	Termly	£500	Leaders from other schools regularly visit Benjamin Adlard to observe and learn from inclusive practice.
Share effective practice through conferences, networks and professional development events.	LL, DG, SH	Termly		Benjamin Adlard staff present at a range of Trust wide, local, regional or national events.
Establish partnerships with schools seeking to strengthen inclusion provision.	LL, DG, SH	Ongoing		Sustainable partnerships are established with schools and organisations focusing on inclusion improvement.
Facilitate opportunities for staff to support and coach colleagues in other settings.	SM, LL, DG, SH	Ongoing		Staff provide professional support, mentoring or coaching to colleagues beyond the school.
Contribute to trust-wide inclusion developments and strategic projects.	KCD, SM, LL, DG, SH	Ongoing		Benjamin Adlard plays a leading role in trust-wide inclusion initiatives.
Gather external feedback to evaluate and strengthen the school's inclusion offer.	LL, DG	Ongoing		Feedback demonstrates that the school's support has positively influenced inclusion practice in other settings.

Impact and review

From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on students' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND. You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.

The impact of this strategy will be monitored through analysis of outcomes in:

- Attainment / Progress
- Attendance
- Behaviour
- Engagement
- Stakeholder voice
- Quality of provision

This will be undertaken through:

- Leadership monitoring and QA
- Collaborative review days
- ACC scrutiny

Director of Education review	Mid year – April 2027	End of year – December 2027
Consider progress made against intended outcomes identified in success criteria. What has the demonstrable impact been?		
Priority 1		

Priority 2		
Priority 3		