



Ghyllgrove Primary School

Happy Safe Achieving

Inclusion Strategy September 2026

To build respectful relationships which underpin inclusion of all young people and their families at Ghyllgrove Primary.

To prioritise the wellbeing of the Ghyllgrove school community so they feel supported and safeguarded.

For all young people to enjoy school and for our school to see improved levels of pupil attendance.

For all young people to be eager to participate in school life.

The information in this document was gathered with all stakeholders



Success indicators

- Young people, families and staff to feel respected, safe and valued being active partners in decision making.
- Families to have hope, through impactful engagement with a range of services.
- Young people and their families to have a sense of belonging with school so that we increase pupil attendance rates.
- Increase pupil engagement with education through reasonable adjustments that meet the needs of all pupils.

Communicate

We are honest
We explain and give reasons
We understand all
We listen

Connection and Belonging

We feel safe
We are loved
Change is given time
Hope is given to all

Value and Include

We see the young person
We make reasonable adjustments
We teach to include and aspire to all

Partnership

We talk to everyone
We plan, we do, we review.
We adapt together



Current school position/ reasoning behind making changes	Impactful aim	DfE 7 principles of Inclusion	Start Date	Lead Person	The measurable value added to pupils educational and wider outcomes	Resources/Sustainability	Quality Assurance	Impactful Milestone 1 December 2026	Impactful Milestone 2 April 2027	Impactful Milestone 3 July 2027
We have access to the physical environment it is accessible by all. All areas including outside areas are made accessible by ramps and yellow markings for our VI pupils. However, we need to ensure that all pupils have the best opportunities to access learning , to feel valued, safe and build up the capability and independence to succeed.	Outdoor Learning and Play To maintain and ensure all playground areas are easily accessible and usable for all pupils this includes large play equipment, forest school, physical interventions additional provision beyond the classroom. To provide outdoor behavioural healthcare approach combining nature immersion, adventure activities to support social, mental health issues, emotional well-being so that we adopt a rich provision beyond the classroom.	Enriching provision beyond the classroom that all children can access	Sept 26	EG (SEN/EAL) JR (SEN/LAC) PH (Forest School) KMc (EYFS)	Engaging users through surveys and walkthroughs to get feedback on how well the playground serves their needs. Using 6 core strengths / Inclusion grid we will measure resilience, self-esteem, and emotional regulation. Assessment of physical strategy using cognitive and academic impact, psychosocial and inclusivity factors alongside physical activity and movement metrics.	Monitoring time- SENCOs 6 core strengths/Inclusion grid/ SENCOs Phase Leader/ Subject lead time Physical Interventions via energy walls) IMF £17,500. Additional resources to enhance Forest school area IMF £1000	Assistant Head	Engaging users through surveys and walkthroughs to get feedback on how well the playground serves their needs. (EG JR PH) Installation of energy walls- gain verbal feedback from children and staff from lunch time and play times. (Phase leaders)	"Walk and Talk" Audits: LP will walk through the site with adults and children with diverse abilities to gain an understanding beyond physical access, use qualitative tools to measure how "usable" the space is for all children.	Leads for key outdoor spaces to evaluate the space against these benchmarks: Equitable Use (is it fair?), Flexibility (can kids choose how to play?), Simple/Intuitive (is it easy to understand?), and Sensory-Rich (does it engage sight, sound, and touch?).
Impact on staff and pupils										
Teachers adapt the curriculum so that it meets the needs of learners.	Adaptive Teaching SENCO and teachers to work	High quality adaptive teaching with curriculum	Sept 26	SEN Teacher	Small Milestone Tracking: Using Cherry Garden to capture individual	Termly Data meeting with Assistant Heads	Assistant Head	SENCOs to work with SEN teacher to gather entry to year/provision data.	Use data and pupil progress meetings to inform Assistant Heads of progress.	Use data and pupil progress meetings to inform Assistant Heads of progress.

SENCOs to embed the use the 'ordinarily available' and 'additional to' framework to support all learners when adapting teaching and interventions across the school.	collaboratively to adapt the curriculum to the needs of children, including different levels of prior knowledge and potential barriers to learning SENCO will plan evidence-based support that explicitly focus on improving classroom teaching. We will use effective small-group and one-to-one interventions to remove ongoing barriers to learning, implemented with fidelity and evaluated carefully for impact.	designed for all learners		SENCOs (JR/EG) AHT (SR) TOD (CS)	progress that whole-school data might miss. Formative Assessment: Monitoring how teachers use adaptive tools to engage learners. Pupil and Parent Voice: Gathering feedback through one planning to measure increases in pupil self-esteem and engagement. Holistic Outcomes: Measuring non-academic factors such as wellbeing, attendance, and self-efficacy through core strengths / inclusion grid assessments.	Pupil progress meetings (SENCOs) Review and reflect on Interventions following One Planning / Pupil Progress. Termly One Planning / review of PLPs 3 Trees LSA 10 hours a week IMF £ 9,716 and resources for provision IMF £1,000.		Use data and pupil progress meetings to inform Assistant Heads of progress. SENCOs to review provision and interventions with AHTs at Data meetings SENCOs to timetable quality interventions (refer to three trees guidance document) for Three Trees room IP and SEMH signposting support from SEMH partnership provision to support SENCOs	SENCOs to review provision and interventions with AHTs. Gathering of pupil and parent voice via OP and parents evening. SENCOs to use core strengths/inclusion grid data to identify pupil gaps	SENCOs to identify gaps in pupil outcomes to address with whole school/phase changes for Sept 27. SENCOs to review impact of 3 Trees LSA on holistic outcomes.
Impact on teachers and learners										
Ghyllgrove has an increasing multi-cultural community and we want to ensure that all learners from all backgrounds get the right provision at the right time, building stronger partnerships with families and the community.	EAL We wish to provide an environment where all learners, regardless of their linguistic background, are able to thrive academically and socially. This includes valuing multilingualism, ensuring access to the full curriculum, and fostering a sense of belonging. We want to recognise that language	Inclusive environments with continuous improvements to accessibility.	Sept 26	SENCO (EG)	Families to have a sense of belonging encouraging families to participate in school activities and children to engage extra curriculums activities. For staff to feel empowered to use tools to support adaptive teaching of young	Staff training EG to arrange for May 2027 Advocate for children on SLT (EG) Meetings with families in informal settings.	AHT	Complete EAL assessments for EYFS and Year 3. Senior lead for EAL to ensure children have access to high quality adaptive teaching and other school activities. Senior lead to support teachers in adapting the curriculum to the needs of children, including different	Via observations and monitoring Senior lead for EAL will ensure staff are well equipped to teach and support EAL learners.	Staff training to address gaps in pupils' education journeys Senior Lead to plan for curriculum in light of evaluations of curriculum and changing cohort

	diversity is a resource, not a problem, and using it to enhance the learning experience for all pupils at Ghyllgrove. To develop stronger partnerships with our families .				people with English as an additional language.			levels of prior knowledge and potential barriers to learning.		
Impact on EAL learners										
We want every child and young person’s views, feelings and wishes are always considered and taken seriously in all matters that affect them. For every child and young person have the best possible health and wellbeing from within and outside the classroom.	Multi School Council To provide our young people with an opportunity to improve their confidence, to develop their personal and social skills and to promote important values like democracy and tolerance. To develop stronger partnership with wider services.	Strong partnerships with families and wider services	Sept 26	SENCO (JR)	For a selection of our SEN to meet other young people to learn more about each other and put their ideas in place for making a difference through assemblies and workshops. To observe the improvement the groups confidence, to develop their personal and social skills and to promote important values like democracy and tolerance. (Triangulation of evidence- data observations)	Travelling expenses for travel to venues, fund from IMF £500	Assistant Head	Plan the participation in Multi schools’ local event, meeting other young people. Assess pupils using inclusion grid/ 6 core strengths and measure impact on pupil outcomes	Staff to invite MSC to come into school to present assemblies and training for staff in May 27 . Attend MSC events during the term	Review impact of how we can expand out MSC role and look at the award that we can access. Assess pupils using inclusion grid/ 6 core strengths and measure impact on pupil outcomes
Impact of Multi schools’ council										

We have effectively managed a Deaf resource base for many years. However, there are some barriers as there is no service level agreement , the funding allocation has not been reviewed for a number of years.	Resource Base for Deaf Children Provision review With the LA review of the current landscape of enhanced provisions so that pupils in the Deaf unit have measurable value added to their educational and wider outcomes.	Strong partnerships with families and wider services	Sept 26	Teacher of the Deaf (CS)	For the RB to have fair and justifiable approach to funding pupil places across Essex. For the Deaf Provision offer wider, specialist support to Essex schools and link to the wider SEND landscape. To work with the LA to develop Service Level Agreements to ensure quality and accountability.	Assistant Head/ HT	Attend Resource base meetings so that we are part of the changes in relation to the White Paper. Work with other professionals on the concept of "Specialist Provision Package": This will include Peer review model.	Ensure that we are working on our ethos of Integration rather than segregation of our deaf pupils across the school.	Ensure that we have a robust, funded strategy to maintain and train the current team. The funded marries the complex needs of our Deaf pupils. That our offer marries with the service offered by other deaf provisions.
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Impact on Deaf Provision

The provision is well established in the setting for the last 16 years. The Arc team has had a significant number of staffing changes in the last 4 months and a reallocation of space. We want to ensue we continue to provide a safe, respectful culture for those pupils in the provision.	SEMH partnership Provision Development. For the revised staffing model to define clearly measurable goals and shared, actionable objectives, cultivating a culture of open communication and psychological safety, and assigning specific, complementary roles to team members.	Strong partnerships with families and wider services. Inclusive environments with continuous improvements to accessibility	Sept 26	Head of Provision Lead of Provision	Leads will be balancing quantitative output (what is being achieved) with qualitative health metrics (the how) key indicators include PMR targets, pupil outcomes, parent, pupil and school feedback. Staff will complete surveys around psychological safety, and team member satisfaction.	CPD day for all team members PMRs SEMH CPD planner for the year	Assistant Head	Head of provision and Lead LSA will work collaboratively to support the physical space changes, maintaining a consistent routine is crucial to reducing anxiety and helping everyone feel secure. Establish clear procedures. Consistency in expectations for new team.	During the Spring term the team will actively connect in the new environment to share resources, teaching strategies, and school norms. Building rapport as team, including support new space to increase their sense of ownership and investment in the new classroom. CPD day March 2027	Using the appreciation approach with new team discover areas for this team, create a strength led approach to solving challenges.
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Impact on partnership provision

We want to motivate attendance with clear expectations for all pupils. We fostering a welcoming, supportive culture, and using data to identify at-risk children early. Our strategies include positive relationship-building, clear communication of attendance policies, celebrating attendance improvements, and providing tailored support to overcome barriers.	Attendance To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and SEN pupils. For pupils with barriers to school planning enhanced onboarding and transitions, with phased transitions for those who need them.	A safe and respectful culture fostering belonging, attendance, and participation in learning.	Sept 26	Attendance Lead AHT (LP) SENCOs Phase Leaders	The overall absence rate for all pupils will be no more than 3% and the attendance gap between disadvantaged pupils and non-disadvantaged pupils will reduce.	Attendance training Attendance at TAF meetings if required One Planning meetings	HT	Develop motivators early in the school year, focus on reducing absence via "getting into school week" to help celebrate smaller improvements focusing on individual pupils. Class incentives to attend school regularly – attendance tree, trips, celebrations events in school.	Targeted attendance meetings with families to alleviate barriers. Staff to use strong partnerships to make continuous improvements, via no blame or shame approach.	Review our approaches to engaging families with below expected attendance.
Impact on pupil attendance										
We have provided for support young people in Ghyllgrove who have barriers with social interaction and understanding, limited self-help skills and those dependent on adults for personal care, learning activities and	Oaks/ Acorns/ Three Trees Provision To have internal provision that allow pupils to benefit from a "best of both worlds" approach so they receive expert teaching support through funding for staffing, that addresses practical barriers to participation that	Ambitious leadership and governance that embeds inclusion. Evidence-based support prioritising early intervention.	Sept 26	SEN teacher SENCOs (JR EG)	For the newly allocated spaces to reflect the ethos of the school and the guidance. For the appointed SEN teacher to be able to show impact via pupil outcomes from their starting point. (LA	SEN teacher to be employed to lead Oaks/ Acorns SEN teacher to attend SEN team meetings Refer to SEN teacher job specification Termly One Planning / review of PLPs	AHT	SEN teacher with SENCO support to step up new environmental space with bespoke PLPs identify pupil outcomes, refer to Oaks and Acorns Handbook for guidance. SENCOs to set up Three Trees space with interventions	Ensure the provisions are delivering activities with wider opportunities for pupils to build life skills and independence . Review impact of progress from starting point for all three Inclusion spaces (Cherry Garden,	Review the impact of the provision and identify adjustments so that pupils' future needs are identified. Refer to impact descriptors.

movement around the school. We want to enrich those SEND pupils with inclusive rich environments so they can access their curriculum so they can thrive.	exceed that which would be considered reasonable adjustments. (refer to Three Trees guidance and Internal provision handbook)				Funding £ £69,808)	3 Trees LSA 10 hours a week IMF £ 9,716 and resources for provision IMF £1,000.		for SEN support pupils to receive the right SEMH support at the right time.(refer to Three Trees Guidance)	Inclusion grid and 6 core strengths)	
Impact of the internal SEN provision										
Currently, 34% of those children who receive pupil premium funding also have special educational needs, which impacts on their progress and attainment. The barrier preventing progress lies in speech, language and communication.	SALT We are aiming to improve oral language skills and vocabulary among our most disadvantaged pupils. We want to provide an evidence-based support prioritising early speech and language intervention.	Evidence-based support prioritising early intervention	Sept 26	SENCOs SALT (Chattybox)	To use assessments and observations to indicate significant improved oral language among disadvantaged pupils. This evidence will be triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Improved vocabulary will also be evident in children's writing	All children in Reception to be screened using Language/ Speech link. (End of Sept 26) Early Talk Boost interventions to be delivered to reception. Speech and language interventions to be delivered in years 1-6 (SALT £13650)	AHT (SR)	SENCO to collaboratively work with SALT to create oral language interventions (groups/1.1) , with a focus on speaking, listening.	SENCO via monitoring to measure impact of SALT make reasonable adjustments to children's outcomes. SENCO to share impact data with AHTs	SENCO via monitoring to measure impact of SALT make reasonable adjustments to children's outcomes. SENCO to share impact data with AHTs
Impact of the internal SEN provision										

This document was written with DfE Guidance from *Inclusive mainstream fund: best practice for schools Published 25 March 2026*, *Developing an inclusion strategy using inclusive mainstream fund Published 26 June 2026*, *Inclusive mainstream fund: best practise for schools Published 26 June 2026*, *Inclusion bases in schools guidance June 2026*.