Inclusion Strategy 2026-2027

Inclusion Strategy – Peover Superior 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	2026-2027
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Jo Munro (Principal) Kevin Simpson (CEO) Shelley Woods (CoG)

Statement of intent

At Peover Superior Primary School, we believe that every child should feel that they belong, are valued and can achieve their full potential. Our vision is for all children to leave Peover Superior Primary School as happy, successful, articulate, aspirational and empathetic young people who are confident in who they are, respectful of others and ready for the next stage of their education. As a small, nurturing school, we are proud of our family atmosphere where every child is known as an individual and supported to flourish academically, socially and emotionally.

Our ultimate objective is to create a fully inclusive school community where barriers to learning, wellbeing and participation are identified early and addressed effectively. We are

committed to ensuring that pupils with SEND and additional needs can access a rich, ambitious and engaging curriculum alongside their peers, participate fully in all aspects of school life and develop the confidence, independence and skills needed to succeed both now and in the future.

This Inclusion Strategy outlines how we will achieve these objectives through high-quality adaptive teaching, early identification of need, effective intervention, strong pastoral support and meaningful partnerships with families and external agencies. We are committed to investing in staff development, evidence-informed practice and provision that enables all pupils to thrive.

At Peover Superior Primary School, our strategy is underpinned by the Seven Principles of Inclusion.

1. Every child belongs and is a valued member of our school community.
2. High-quality teaching is the first response to meeting need.
3. High expectations are held for all learners.
4. Early identification and timely intervention improve outcomes.
5. Inclusion is everyone's responsibility.
6. Children and families are active partners in decision making.
7. Continuous improvement is achieved through evidence-informed practice and professional development.

We value all pupils equally and maintain high expectations for every learner. We recognise that inclusion is everyone's responsibility and that early identification and intervention are essential in securing positive outcomes. We work in partnership with pupils and families, celebrate diversity within our school community and place high-quality teaching at the heart of our provision. Through our school values of Care, Achieve and Believe, we foster a culture where every child feels respected, supported and empowered to succeed.

We recognise that inclusion begins with curriculum design. Our curriculum is carefully sequenced to build knowledge in small, connected steps and is underpinned by retrieval practice, vocabulary development and adaptive teaching. We strive to remove barriers before they arise, ensuring that all pupils, including those with SEND and additional needs, can access ambitious learning, participate alongside their peers and experience success across the full curriculum.

The development of this strategy has been informed through consultation with pupils, families, staff, governors and external professionals. Parent feedback, pupil voice, SEND reviews and professional discussions have helped us identify priorities for inclusion and ensure that this strategy reflects the needs and aspirations of our school community. As a school that values strong relationships and close community links, we recognise that successful inclusion is achieved when home, school and external partners work together to support every child.

We recognise that a strong sense of belonging is fundamental to successful inclusion. Through initiatives such as our Peover Mini Duke's Passports and monthly themed Enrichment Afternoons, every child is provided with opportunities to participate, contribute and succeed beyond the academic curriculum. These experiences promote teamwork, independence, resilience and social development, whilst enabling pupils with SEND and additional needs to learn alongside their peers, celebrate their strengths and feel fully included within the life of the school.

At Peover Superior, we are committed to ensuring that every child is known, every child belongs and every child has the opportunity to achieve their very best.

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	Increasing speech, language and communication needs (SLCN) across the school. An increasing number of pupils are entering school with delayed vocabulary, language and communication skills which can impact learning, social interaction, emotional regulation and access to the wider curriculum.
2	Growing social, emotional and mental health (SEMH) needs, including anxiety, emotional regulation difficulties and reduced resilience. Whilst Peover maintains a strong sense of belonging and wellbeing, an increasing number of pupils require additional support to develop self-regulation strategies and positive mental wellbeing and more need for ELSA interventions.
3	Literacy barriers, particularly in reading fluency, comprehension, vocabulary development and written expression. These difficulties can impact pupils' ability to fully access the wider curriculum and demonstrate their understanding across subjects.
4	Difficulties with attention, executive functioning and working memory, affecting pupils' ability to organise themselves, sustain concentration, retain information and work independently.
5	Increasing complexity of SEND profiles, requiring greater levels of personalised support, multi-agency involvement and specialist intervention to ensure pupils can participate fully in learning and school life.
6	Developing oracy, self-advocacy and communication skills. Some pupils require additional support to develop the confidence, vocabulary and communication skills needed to express their ideas, explain their thinking, communicate their needs and participate fully in learning and wider school life. Building strong oracy skills supports achievement, wellbeing and successful participation across the curriculum.

7	Developing secure mathematical foundations and fluency in number facts. Some pupils require additional support to develop automatic recall of key number facts and secure understanding of fundamental mathematical concepts. Strengthening fluency and building knowledge in small, connected steps is essential to enable pupils to access age-related learning, apply reasoning skills and develop confidence in mathematics.
8	Promoting active participation in physical activity and healthy lifestyles. Some pupils may face barriers to engaging confidently in physical activity, developing physical literacy or maintaining healthy habits. Providing inclusive opportunities for active play, sport and movement throughout the school day supports physical development, wellbeing, social interaction and readiness to learn.

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)*
Deliver whole-school staff training and coaching on adaptive teaching, scaffolding, vocabulary instruction, reducing cognitive load and inclusive classroom strategies to ensure all pupils can access the curriculum successfully. Whole trust away day based on Inclusion. (Barriers 1, 2, 3, 4, 5, 6)	Universal	£1,500
Continue to implement a Peover Oracy Strategy, including explicit vocabulary teaching, talk partners, communication-friendly classrooms, presentation opportunities, pupil leadership roles and targeted speech and language interventions. (Barriers 1, 6)	Universal	Part of everyday practice
Provide targeted reading, phonics and reading fluency interventions for pupils identified through assessment as being at risk of falling behind in literacy. Catch-up groups with Little Wandle. (Barrier 3)	Targeted	£1,000
Deliver SEMH support through ELSA interventions, emotional literacy programmes, sensory regulation strategies, nurture-based support and	Universal/Targeted	£5,000

regular pastoral check-ins for identified pupils. (Barriers 2, 5)		
Strengthen pupils' attention, working memory and executive functioning through the consistent use of the Peover 'Bridging Back' approach. Used at the start of every lesson, this retrieval-based strategy supports pupils to recall prior learning, secure knowledge over time and build understanding through small, carefully sequenced steps. This will be complemented by adaptive teaching strategies, visual supports and scaffolding to ensure all pupils can successfully access learning. Now and Next individual task trays to develop independence. (Barrier 4)	Universal	Part of everyday practice
Embed and monitor a clearly defined Peover Inclusive Classroom Framework outlining the non-negotiable adaptive teaching strategies expected in every classroom, including retrieval practice, visual scaffolds, vocabulary instruction, chunked learning, modelling and reasonable adjustments. (Barriers 1-8)	Universal	Part of everyday practice
Increase SENDCo capacity to lead early identification, provision mapping, pupil progress reviews, staff coaching and parental engagement to ensure needs are identified and addressed promptly. Working with the trust lead SENCo to support in school. (Barriers 1-6)	Universal	£10,000 – additional SENDCo time.
Establish termly pupil voice forums, including representation from pupils with SEND and additional needs, to gather views on inclusion, belonging, curriculum access and wellbeing. Findings will directly inform school improvement priorities and provision development. (Barriers 2, 5, 6)	Universal	Part of everyday practice

Commission specialist support from Educational Psychology, Speech and Language Therapy, Occupational Therapy and SEND advisory services to provide assessment, intervention advice and staff training for pupils with increasingly complex needs. (Barriers 1, 2, 4, 5)	Targeted	£5,000
Strengthen partnership working with families through termly review meetings, parent workshops, person-centred planning and regular communication regarding support, progress and next steps. (Barriers 2, 5, 6)	Universal/Targeted	Part of everyday practice
Develop pupils' independence, resilience and self-advocacy through pupil voice activities, leadership opportunities e.g. Student Leadership Team, Safety Squad, Eco Warriors, Reading Amassadors and Play Leaders, we have transition programmes and personalised targets that enable pupils to understand and communicate their own needs. (Barrier 6)	Universal	Part of everyday practice

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
Pupils with speech, language and communication needs demonstrate improved communication skills and are better able to access learning and participate in school life.	Communication assessments, intervention data and classroom observations show measurable progress. Staff report increased participation in discussions and learning activities.
Pupils demonstrate improved emotional wellbeing, resilience and self-regulation.	Reduction in behaviour incidents linked to dysregulation. Pupil voice indicates that children know strategies to support their

	wellbeing. Increased engagement in learning and school life.
Pupils at risk of underachievement in literacy make strong progress in reading and writing.	Reading fluency, comprehension and writing assessments show at least expected progress from starting points. Targeted interventions demonstrate positive impact through entry and exit data.
Pupils develop increased fluency and confidence in mathematics, enabling them to access age-related learning and apply mathematical knowledge across the curriculum.	School assessment data demonstrates at least expected progress in mathematics. Pupils can recall key number facts with increasing automaticity and apply them accurately when solving problems. Intervention data demonstrates positive impact for identified pupils.
Pupils contribute meaningfully to decisions about inclusion and can articulate how the school supports their needs.	Termly pupil voice demonstrates that pupils feel listened to and can identify how their views have influenced school practice.
Gaps in mathematical understanding are identified and addressed promptly through high-quality teaching and targeted intervention.	Pupils receiving mathematical intervention demonstrate measurable progress from their starting points. Internal assessment, pupil conferencing and work scrutiny show improved confidence and attainment.
All pupils, including those with SEND and additional needs, are able to participate fully and confidently in physical education, active play and wider sporting opportunities, promoting their physical development, wellbeing, sense of belonging and inclusion within school life.	All pupils access and participate in PE lessons and active play opportunities. Reasonable adjustments and targeted support enable pupils with SEND and additional needs to engage successfully in physical activities. Pupils demonstrate increased confidence, physical literacy and willingness to take part in sport and physical activity. Participation in extracurricular sports and enrichment activities reflects the diverse needs of the school community. Pupils report feeling included, successful and valued during physical activities and wider sporting experiences.
Pupils with attention, working memory and executive functioning difficulties are able to access learning more independently.	Learning walks, pupil voice and classroom observations demonstrate effective use of Bridging Back, adaptive teaching and support strategies. Pupils show increased independence and task completion.

Pupils with SEND receive timely, effective and increasingly personalised support.	Needs are identified early, provision is reviewed regularly and SEND pupils make at least expected progress towards individual targets. External professional recommendations are implemented effectively.
Pupils develop confidence in expressing their views, explaining their thinking and communicating their needs.	Increased participation in classroom discussion, pupil leadership opportunities and pupil voice activities. Pupils can articulate their strengths, needs and next steps in learning.
Families report feeling well informed, listened to and actively involved in supporting their child's development.	Parent surveys, review meetings and feedback indicate high levels of satisfaction with communication, support and partnership working.
High-quality inclusive practice is consistently evident across the school and is monitored regularly.	Monitoring, learning walks, pupil voice and book scrutiny demonstrate effective adaptive teaching, high expectations and equitable access to learning in all classes.
All pupils feel safe, valued and included within the Peover family.	Pupil surveys and wellbeing measures demonstrate a strong sense of belonging, positive relationships and participation in wider school life.

Review of the previous academic year

During the 2025-2026 academic year, Peover Superior Primary School continued to strengthen its inclusive culture through a focus on high-quality teaching, early identification of need, strong pastoral support and effective partnership working with families and external professionals. Impact was evaluated through summative and formative assessment data, pupil progress meetings, attendance information, pupil voice, parent feedback, SEND reviews, learning walks and provision monitoring.

For pupils with SEND and additional needs, the majority made positive progress from their individual starting points. Adaptive teaching and targeted interventions supported pupils to access the curriculum, participate fully in school life and make progress in reading, writing and mathematics. The continued use of our Bridging Back approach strengthened retrieval of prior learning and supported pupils' working memory, confidence and curriculum access.

Engagement and participation remained strong across the school. Pupil voice activities demonstrated that children feel safe, valued and listened to and have a strong sense of belonging within the Peover community. Pupils with SEND and additional needs accessed a

wide range of enrichment opportunities including educational visits, performances, leadership opportunities and wider curriculum experiences alongside their peers.

Professional development played a significant role in strengthening inclusive practice across the school. Staff participated in regular The Aspire Educational Trust English and Mathematics Development Days, which enhanced curriculum delivery and strengthened outcomes for all learners. School leaders also engaged in Trust-wide Oracy Development Days, supporting the development of communication, vocabulary and pupil voice across the curriculum. In addition, participation in a Trust Inclusion Development Day further strengthened staff understanding of adaptive teaching, inclusive practice and meeting the needs of pupils with SEND and other vulnerable groups.

What Worked Well

- Strong relationships with pupils and families supported effective early identification and intervention.
- Adaptive teaching enabled pupils with a wide range of needs to access ambitious learning.
- The consistent use of *Bridging Back* improved retrieval, retention and confidence in learning.
- Trust-wide English, Mathematics, Oracy and Inclusion professional development strengthened staff expertise and classroom practice.
- Effective collaboration with external professionals ensured appropriate support for pupils with increasingly complex needs.
- The school's nurturing ethos and strong community links continued to promote belonging, participation and wellbeing.

Areas for Further Development

Monitoring and evaluation identified several areas requiring continued focus:

- Continue to develop out adaptive teaching using the support from the trust team.
- Increasing speech, language and communication needs across the school.
- Growing demand for SEMH and emotional wellbeing support, including ELSA provision.
- Continued development of reading fluency, vocabulary and mathematical fluency.
- Strengthening support for pupils with working memory, attention and executive functioning difficulties.
- Further developing pupils' oracy, self-advocacy and independence skills.
- Continuing to build staff expertise in responding to increasingly complex SEND profiles.
- Refine curriculum design and teaching approaches to ensure the wider curriculum is accessible to all learners through careful sequencing, retrieval practice and the reduction of unnecessary cognitive load.

The review of inclusion outcomes during 2025-2026 has directly informed the priorities within this strategy. As a result, the school will continue to strengthen high-quality adaptive teaching, develop a whole-school approach to oracy and communication, enhance literacy and mathematics fluency, further embed strategies that support working memory and executive functioning, increase support for SEMH needs and continue to develop pupils' independence and self-advocacy. These priorities support our vision for all pupils to leave Peover Superior as happy, successful, articulate, aspirational and empathetic young people who are fully prepared for the next stage of their education.

Further information

Inclusion at Peover Superior extends beyond academic support and is embedded throughout the wider life of the school. Through initiatives such as our Peover Mini Duke's Passports, monthly themed Enrichment Afternoons, active pupil leadership opportunities, Forest School provision and strong partnerships with families, we seek to ensure that every child develops a sense of belonging, achievement and participation. As a small school community, we are committed to knowing every child as an individual and providing an inclusive environment where all pupils are supported to thrive academically, socially and emotionally.

Staff benefit from ongoing professional development through Trust-wide English, Mathematics, Oracy and Inclusion training, ensuring that inclusive practice continues to develop and reflects current evidence-informed approaches.