

Inclusion Strategy – Chalton Lower 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	07.09.26
Date on which it will be reviewed	07.09.27
Statement authorised by	Natalie Bill (Headteacher)

Statement of intent

At Chalton Lower School, a small community lower school, our nurturing ethos means that inclusion is at the heart of everything we do. We pride ourselves on building strong relationships with our children, families, staff and the wider community, creating a supportive environment where every child is encouraged and empowered to 'be the best that they can be.'

We are committed to creating a learning environment where every child feels welcomed, valued and able to achieve their full potential, regardless of their starting point, background or additional needs. We recognise that pupils learn in different ways and that some children require additional support, adaptations or targeted interventions to enable them to access the curriculum successfully alongside their peers. Our ultimate objective is to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND) and other additional needs, experience a genuine sense of belonging, participate fully in all aspects of school life and leave our school equipped with the knowledge, skills and confidence to succeed in the next stage of their education.

Our Inclusion Strategy reflects our commitment to providing high-quality, inclusive education through early identification, evidence-informed interventions and high-quality adaptive teaching. We have identified communication and language development, early reading and phonics, emotional wellbeing, resilience and self-regulation as key priorities because these are the areas that present the most significant barriers to learning for many of our pupils. Through targeted phonics

interventions, the implementation of WellComm Digital and Widgit to strengthen communication and language, and the development of sensory circuits, Shared Attention sessions, Lego Therapy and nurture group provision, we aim to remove these barriers before they become entrenched. These approaches complement our universal classroom provision and strengthen the graduated approach to meeting individual needs, ensuring that our pupils receive timely and appropriate support while remaining fully included within mainstream education wherever possible.

This strategy has been developed in line with the Department for Education's seven principles of inclusion. We are committed to maintaining ambitious leadership that places inclusion at the centre of our school improvement and decision-making. High-quality teaching remains the foundation of our provision, with staff adapting learning to meet the diverse needs of the pupils while maintaining consistently high expectations. Early identification and intervention are integral to our practice, enabling us to respond quickly to emerging needs using robust assessment and evidence-informed approaches. We continue to invest in staff development so that all members of our school community have the knowledge and confidence to deliver inclusive practice effectively. Our classrooms are designed to promote communication, accessibility, emotional safety and positive relationships, while our curriculum provides opportunities for every child to experience success and develop independence. Finally, we recognise that effective inclusion relies on strong partnerships with families and external professionals, ensuring that support is coordinated, consistent and centred on each child's strengths and aspirations.

The development of this Inclusion Strategy has been informed through ongoing discussion with parents and carers, pupil voice, staff discussions, governors and external professionals who work alongside the school. Families have shared valuable insights into the strengths, interests and needs of their children through review meetings, informal discussions and regular communication, enabling us to shape provision that reflects the lived experiences of our pupils. Staff have contributed through evaluation of current practice and identification of priorities based on assessment information and classroom experience, while our governors have supported the strategic direction of the plan through their oversight of school improvement. Together, these partnerships ensure that our Inclusion Strategy reflects the needs of our whole school community and provides a clear framework for continually strengthening inclusive practice so that every pupil at Chalton Lower School has the opportunity to 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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Delays in early language acquisition and communication skills.
2	Gaps in phonics knowledge, decoding and reading fluency.
3	Pupils requiring additional support to regulate emotions and sensory needs.
4	Pupils displaying increasing levels of anxiety affecting their learning and participation.

Activity in this academic year

We will prioritise these activities this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

Description of activity <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Barrier 1 - Use WellComm Digital and Widgit, Provide Targeted Speech and Language Intervention Purchase subscription and implementation of WellComm Digital screening and intervention materials alongside Widgit resources to develop receptive and expressive language, improve vocabulary and support communication across the curriculum and through targeted speech and language intervention. Evidence: WellComm Digital screening, teacher observations, pupil discussions and assessment data indicates that a number of pupils require support to develop receptive and expressive language,	Universal with targeted support	£5000

vocabulary and communication skills.		
Barrier 2 - Provide Targeted Phonics Intervention Additional small-group and individual phonics sessions to strengthen blending, segmenting, decoding and reading fluency for pupils identified through assessment. Evidence shows that timely phonics intervention has a positive impact on reading outcomes. Evidence: Reception Baseline assessments on entry, phonics screening data, teacher assessments, reading records and ongoing formative assessment identifies pupils who require additional support with blending, segmenting, decoding and reading fluency.	Universal with targeted intervention	£10500
Barrier 3 - Provide Sensory Circuits and Shared Attention Resources and staff training to establish consistent daily sensory circuits and shared attention activities to support pupils with sensory processing, emotional regulation and readiness to learn. Evidence: Behaviour log records, staff observations, CPOMS records and discussions with families identify pupils who experience difficulties with self-regulation, sensory processing and maintaining readiness to learn throughout the school day.	Universal with targeted support	£5000
Barrier 4 - Provide Lego Therapy and Nurture Group Provision Resources and staffing to deliver structured Lego Therapy and nurture	Targeted	£5000

group sessions to develop social communication, resilience, emotional wellbeing and positive relationships. Evidence: Pupil voice, attendance patterns, staff observations and discussions with families identify pupils who benefit from additional support to develop resilience, confidence, emotional wellbeing and positive relationships with peers.		
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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
WellComm Digital and Widgit, Provide Targeted Speech and Language Intervention Pupils will develop stronger receptive and expressive language skills, use a broader and more ambitious vocabulary and communicate more confidently with adults and peers. WellComm assessments and classroom observations will demonstrate measurable progress in communication and language development.	- WellComm Digital assessments demonstrate measurable progress in receptive and expressive language. - Pupils use a broader range of vocabulary during lessons and social interactions. - Teachers report increased confidence in pupils' communication and participation. - Widgit resources are embedded consistently across classrooms to support understanding and independence.
Targeted Phonics Intervention Pupils receiving targeted phonics intervention will demonstrate improved blending and segmenting skills, increased confidence in decoding unfamiliar words and greater reading fluency. Progress will be evidenced through phonics assessments, teacher assessment and improved attainment in reading.	- Pupils receiving intervention make expected or better progress from their starting points in phonics assessments. - An increased proportion of pupils demonstrate secure blending, segmenting and decoding skills. - Teacher assessments and reading records show improved reading fluency and confidence. - Pupils are better able to access age-related phonics learning in the classroom.

	Improved phonics attainment, particularly in blending, segmenting, decoding and reading fluency.
Sensory Circuits and Shared Attention Pupils requiring support with regulation will develop improved self-regulation, increased readiness to learn and will show greater engagement in classroom activities. Consistent sensory routines will contribute to reduced anxiety, fewer dysregulated behaviours and improved participation in learning.	- Pupils demonstrate improved self-regulation and readiness to learn following sensory activities. - Staff observations show increased engagement during lessons. - There is a reduction in dysregulated behaviour and anxiety-related incidents for identified pupils. - Pupils follow classroom routines more consistently and require fewer adult prompts.
Lego Therapy and Nurture Group Provision Pupils will demonstrate increased emotional resilience, improved social communication and stronger relationships with peers and adults. They will show greater confidence, reduced anxiety and increased participation in classroom and wider school activities.	- Pupils demonstrate improved social interaction, emotional resilience and confidence. - Pupil voice indicates that children feel happier, safer and more confident in school. - Staff observations show improved relationships with peers and adults. - Identified pupils engage more successfully in learning and wider school life.

Further information (optional)

The Inclusive Mainstream Fund will be used to strengthen and enhance the ordinarily available provision at Chalton Lower School rather than replace existing SEND funding or interventions. The activities outlined within this strategy have been carefully selected following analysis of our school assessment data, pupil needs and staff evaluations, alongside discussions with families, staff and governors. The impact of the strategy will be monitored throughout the academic year by the Headteacher/SENCO through termly reviews of pupil progress, intervention data, WellComm Digital assessments, phonics assessments, staff observations, pupil voice and parent feedback.

The findings will be used to refine our provision and ensure that resources continue to have the greatest possible impact on improving outcomes for pupils with additional needs and SEND. We remain committed to embedding sustainable, evidence-informed inclusive practice that benefits all learners and supports every child to thrive within our mainstream school community.