Inclusion Strategy

Vision Statement

Our Ospringe School family's Christian Ethos of Nurture-Grow-Succeed is underpinned by Jesus' Parable of the Mustard Seed. We nurture a joyful, family-centred community where all feel rooted, valued and inspired. Through play and exploration, we foster curiosity, confidence and a lifelong love of learning. Our strong, effective curriculum embraces the richness of Faversham and the wider world. We empower our children to become stewards of creation and be vocal advocates for themselves and others. We create a safe, warm, inclusive nest in our nurturing branches, where children grow in kindness, resilience and wonder ready to flourish as compassionate individuals.





Our Christian Values

Compassion
Forgiveness
Equality
Honesty
Perseverance
Courage

Detail	Date
Academic year/years covered	2026/2027
Date statement published	December 2026
Date for review	December 2027

Statement of intent

At Ospringe CE Primary School, we are committed to creating a fully inclusive learning environment where every child feels safe, valued, respected and able to achieve their full potential. We believe that inclusion is everyone's responsibility and that all pupils, regardless of need, disability, background or circumstance, should have equitable access to high-quality education, opportunities and experiences.

Our inclusive approach is rooted in high-quality teaching, early identification of need, timely intervention and strong partnerships with families and external professionals. We aim to remove barriers to learning and participation by promoting adaptive teaching, accessible environments and personalised support that enables pupils to thrive academically, socially and emotionally.

Our approach reflects the school's commitment to the Seven Principles of Inclusion through:

- Strong leadership and commitment embedding inclusive practice.
- Early identification and evidence-based intervention.
- Strong collaboration with families and external agencies.
- Safe and respectful school culture, supporting belonging, attendance and participation in the full life of the school.
- Inclusive, accessible learning environments.
- High quality adaptive classroom practice and continuous staff development.
- Pupil voice and person-centred planning with high expectations for all.

The strategy has been informed by national guidance, educational research and evidence. There has been ongoing consultation with parents, pupils, staff, governors and professionals who contribute to supporting children with additional needs and SEND.

Cohort Needs Analysis

At Ospringe CE Primary School, analysis of assessment information, SEND data, attendance patterns and contextual factors enables us to identify the most commonly occurring and predictable needs within our cohort.

In Reception to Year 6, 39 of our children are identified on our SEND Register, which is the equivalent of 18.6% of our school. 10 of our children have an Educational Health Care Plan, which is the equivalent of 4.8%. We have one further child currently undergoing an Education, Health and Care Needs assessment (EHCNA). An additional 34 children, 16%, have, through early identification, been placed onto our SEND monitoring list. This is increasing in relation to the needs identified in previous years.

Key Area of Need	Number of Children with SEND	Percentage of 211 pupils
Communication and Interaction	18	8.5

Cognition and Learning	2	1.0
Social Emotional Mental Health	13	6.2
Physical and/or Sensory	6	2.8

There are a large number of children at Ospringe CE Primary School with a diagnosis of Autism Spectrum Condition (ASC) and Attention Deficit Hyperactivity Disorder (ADHD) or who are on the pathway to diagnosis. In addition, a number who have been identified to have dyslexia. The total number of children in school with neurodiversity is 54, 26%.

Diagnoses	Number of Children	Percentage of 211 pupils
Autism Spectrum Condition	21	10
Autism pathway	14	6.6
ADHD	16	7.6
ADHD pathway	6	2.8
Dyslexia	8	3.8

At Ospringe, there are 4 children in care and 2 others who have Child Arrangement Orders or who are in Kinship care, this is significantly higher than the national average – 3% against 0.5-0.7%. There are also 10 Young Carers, 5% compared to the national average of 0.6%. As a school adapted to provide for children with physical disabilities, there are a number of pupils with significant medical conditions which have an impact on their attendance.

The school is rated 134/459 for location deprivation where 1 is the most deprived in Kent. 67.5% of SEND pupils also have Pupil Premium.

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	**Emotional Regulation** There are many children who find it difficult to recognise their own emotions, a number of these children have neurodivergence. They do not have the skills to self-regulate and take a considerable amount of time to be ready to learn after they have become dysregulated. When in a dysregulated state, these pupils are unable to access learning. For many of these children, home life is challenging and parents/carers are seeking support. *A strong relational approach strengthens a sense of belonging and engagement with pupils and parents/carers. Early identification and universal strategies, explicit teaching of emotions and regulatory skills, co-regulation and targeted support for key children will support improved emotional literacy and regulation. Developing greater parent/carer confidence in supporting their children through school and external agencies will lead to increased engagement and attendance.*
2	**Executive Functioning**

	Many children do not have independent thinking or problem solving, demonstrating reduced organisational skills and a lack of resilience in learning and social interaction. They find retention of information a challenge and are not making links between ideas and concepts. *Explicit teaching of metacognition and executive functioning skills will increase independent learning, leading to increased progress and higher attainment; retention of information will improve and greater links will be made in learning. High quality adaptive teaching will reduce these barriers to learning and enable more children to engage in all learning experiences.*
3	**Speech, Language and Social Communication** A number of children enter school with reduced vocabulary, unclear speech and some are pre-verbal which prevents them learning as well as their peers. In addition, as some move through school, they are not acquiring new vocabulary and concepts as well as their peers and so are disadvantaged further. Many pupils with autism find social communication a challenge and can become isolated as they misinterpret their peers and find interaction difficult. *Early identification, careful assessment and timely support are needed to prevent these barriers becoming more entrenched. High-quality adaptive teaching enables more pupils to have greater access to the curriculum, including Language Through Colour; pre-teaching vocabulary. Oracy Voice 21 strategies have high priority in the planning and delivery of lessons.*
4	**Physical disabilities** A number of children have significant medical conditions and physical disabilities which impact on learning and access to the curriculum and accessibility. Many of them also have medical appointments in London which take whole days, so also impacting on attendance. *Extended conversations with external agencies and parents/carers to ensure full understanding of conditions and impact for transition and ongoing; adaptations to teaching taking needs into account; support for pupils to catch-up lost learning due to appointments; site accessibility.*
5	**Attendance of pupils with SEND** The attendance of pupils with SEND is 90%, below the school average of 95.5%. Both the severely absent pupils have SEND and 9 out of 25 of the persistently absent pupils. This has a significant impact on their learning. *Early identification of pupils with SEND who are at risk of being persistently absent and work with parents/carers to identify and reduce barriers to their attendance; ongoing support for parents/carers with pupils who are experiencing anxiety around school attendance; engagement with external attendance agencies.*

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.

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.

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)*	**Intended outcome**	**Success criteria**
Further trauma informed practice developing a greater relational approach and understanding through staff training Staff available to support pupils; TA Triads Enhanced transitional support for pupils into, out of and across the school Monitoring of attendance and support for parents/carers when attendance difficulties are due to emotional dysregulation Regulatory support for pupils – soft landing; sensory circuits; mentoring; ELSA; Drawing and Talking; Sand Play; Forest School; The Den **Addressing barrier 1** **Principles: Leadership & Governance; Early Identification & Intervention; Ambitious, Tailored Enrichment; Culture, Ethos and Belonging; Environment Accessibility**	Universal and targeted		Increased emotional regulation strategies and understanding of emotions by pupils Increased understanding of trauma informed practice, ACEs and a relational approach by staff Parents feel more empowered to support their children at home and to attend school	Pupils have increased emotionally literacy and can verbally discuss their emotions and those of others Reduced learning time lost for pupils as they are less emotionally dysregulated and when dysregulated, can regulate more quickly Improved ratings on the Forest School scale Adults are using more regulatory strategies with pupils and there is reduced emotional dysregulation Increased attendance by pupils who it is known are finding school attendance difficult due

				to their emotional regulation and anxiety
Enhanced practice within The Den Inclusion Base, to support children who find emotional regulation extremely challenging Increasing inclusion in mainstream classes and activities Drawing on external agency support for advice and recommendations **Addressing barrier 1** **Principles: Leadership & Governance; Early Identification & Intervention; Ambitious, Tailored Enrichment; Culture, Ethos and Belonging; Partnerships; Environment & Accessibility**	Targeted		Increased focus and attention by the pupils leading to increase in quantity of work produced and attainment levels External support providing specialist advice when appropriate	Books show an increased number of entries, quantity of work produced in each session Pupils attending an increased number of mainstream lessons and activities with peers Named personnel for appropriate agencies and regular visits have taken place
Development of continued high-quality classroom practice through adaptive teaching training for all staff; classroom practice monitoring; subject leader monitoring. Read Write Inc training for all staff and ongoing professional development Streamlining metacognitive strategies used within high-quality teaching Dyslexia screening and assessments by an Educational Psychologist Forest School **Addressing barrier 2**	Universal		Increased independence, engagement, progress and attainment by all pupils Increased staff confidence to adapt teaching Staff are using recommendations from screeners and assessments to support pupils and adapt teaching	School assessment data shows improvements Monitoring of lessons shows increased adaptive teaching Strategies in place support pupils to make expected progress

Principles: Leadership and Governance, Early Identification& Intervention; High Quality Teaching				
Use of Language and Speech Link assessments to identify pupils who have speech or language as a barrier to their learning; speech and language intervention programmes Use of whole school high-quality language strategies to support learning Whole school use of Widgit Online as a communication system to support understanding, pre-teaching vocabulary Introduction of Language Through Colour Continued explicit use of Oracy strategies (Voice 21) Discussions with the Link Speech and Language Therapist and referrals as required; delivering speech and language programmes as recommended by therapists Specific ELSA and mentoring support for pupils with autism and social communication difficulties **Addressing barrier 3** **Principles: Leadership & Governance; Early Identification & Intervention; High-Quality Teaching; Partnerships; Environment & Accessibility**	Universal and Targeted		Identified pupils are assessed in a timely manner and assessment reports produced Pupils discussed with the therapists and interventions in place, further referrals as required Pupils are able to access class learning and using the vocabulary within lessons Staff feel confident to use Language Through Colour Oracy has a high priority across the school to improve pupil outcomes Pupils with autism and social communication difficulties have a greater understanding of their needs and strategies to support themselves	Using the strategies from the assessments to support pupils in class and with interventions as appropriate Plans in place from the SLT are applied consistently and pupils make progress towards targets Evidence in planning and pupil books that Language Through Colour is being successfully used Evidence in planning, books and through pupil conferencing that Oracy strategies are consistently applied Pupils are applying the strategies learnt in the group and are demonstrating more consistency in their understanding
Initial and ongoing liaison with external agencies – medical, specialist teachers – and parents/carers to	Targeted		Staff feel confident to meet the needs of pupils with medical	Pupils with a high level of medical need or physical

establish needs and the impact they have on the pupil's capacity to access learning and accessibility Ongoing adaptation of the curriculum and resources to support access Acquisition of resources and training for staff to facilitate access Quick catch-up intervention when days have been lost due to absence Nurturing support to ensure pupils and parents/carers have a good sense of belonging to the school community **Addressing barrier 4** **Principles: Leadership & Governance; Early Identification & Intervention; Culture, Ethos & Belonging; Partnerships; Environment & Accessibility**			conditions and physical disabilities Pupils are able to access the curriculum Pupils and parents/carers feel part of the community	disability have a smooth transition into school Pupils' medical and physical needs are met in school Pupils make good progress from their starting points
Attendance of all pupils is regularly monitored, letters sent and meetings held with parents/carers Discussions with parents/carers about barriers to school attendance Statutory attendance agencies involved Referrals to external agencies **Addressing barrier 5** **Principles: Leadership & Governance; Early Identification & Intervention; Culture, Ethos & Belonging; Partnerships**	Universal and Targeted		Attendance for all pupils with SEND increases, particularly those with PP and who are severely or persistently absent Greater understanding of barriers to school attendance	Whole school attendance has increased, particularly those with SEND and PP There is less need for involvement with statutory agencies

Review of the previous academic year

Not applicable as this is the first year of the Inclusion Strategy Statement.

Further information (optional)

Use this space to provide any additional information you think necessary to help others understand your strategy.