

Inclusion Strategy – Yeo Valley Primary

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). It aligns local practice with the TCAT Inclusion Framework and the Trust's commitment to high-quality inclusive teaching, early action, careful diagnosis, strong family partnership and disciplined implementation.

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026–2027
Date this statement was published	01/09/2026
Date on which it will be reviewed	01/07/2027
Statement authorised by	

Statement of intent

At Yeo Valley Primary School, part of The Cornerstone Academy Trust (TCAT), we believe that inclusion is at the heart of excellent education. Our vision is that every child feels valued, belongs within our school community and has the opportunity to thrive academically, socially and emotionally, regardless of their background, starting point or additional needs.

Our ultimate aim is to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), disadvantage, attendance barriers or other additional needs, can participate fully in school life, achieve highly and prepare successfully for their next stage of education. We are committed to removing barriers to learning, participation and belonging so that every child can access the same ambitious opportunities and experiences as their peers.

Our inclusion strategy is guided by the TCAT Inclusion Framework, which places High Quality Inclusive Teaching at the centre of our work. We seek to identify strengths, needs and potential barriers as early as possible through effective assessment, strong relationships and partnership with families. We then respond through high-quality universal provision, targeted support where needed and evidence-informed approaches that enable pupils to succeed within a mainstream environment wherever possible.

The strategy supports our vision by ensuring that inclusion is everyone's responsibility. Leaders, teachers, support staff, governors, trustees, families and external partners work together to create a safe, respectful and accessible school where every child feels seen, heard and valued. We are committed to continually improving our physical, digital and learning environments so that they meet the diverse needs of all learners.

Our approach reflects the Department for Education's Seven Principles of Inclusion. Through ambitious leadership and high expectations, we promote participation, achievement, belonging, early identification, partnership working and continuous improvement. We believe that every pupil should learn alongside their peers, have their individual needs understood and supported, and be able to contribute fully to the life of the school.

This strategy has been informed by national guidance, educational research and the best available evidence, including that provided by the Education Endowment Foundation (EEF). It has also been shaped through ongoing collaboration with pupils, families, staff, governors and wider partners, helping us to understand the strengths of our provision and the areas where we can continue to improve.

By working together, we aim to create a school where every child is welcomed, included and empowered to achieve their full potential.

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	Variability in pupils' access to learning and the curriculum Differences in starting points, prior knowledge, SEND, disadvantage and other contextual factors mean some pupils experience barriers to fully accessing learning and the ambitious curriculum. <i>These barriers require consistently high-quality inclusive teaching adaptive approaches, accessible curriculum design and purposeful use of TCAT's leading 1:1 digital learning environment as an inclusion lever.</i>
2	Emerging, unidentified barriers to learning on entry / developing or becoming more entrenched over time Some barriers relating to communication and language, school readiness, cognition, self-regulation, attendance, wellbeing or SEND are immediately apparent, and risk not being identified as they emerge. <i>Early identification, careful assessment and timely support are needed to prevent these barriers becoming more entrenched.</i>
3	Overlapping barriers associated with SEND, disadvantage and wider vulnerability Some pupils experience barriers at the intersection between SEND, disadvantage, attendance, wellbeing or family circumstances. <i>These barriers require coordinated support across High Quality Inclusive Teaching, targeted provision, specialist expertise, families and wider services, ensuring that additional support strengthens mainstream inclusion rather than operating separately from it.</i>
4	Belonging, participation and wider opportunity Some pupils experience barriers that affect their attendance, confidence, relationships or ability to participate fully in learning, enrichment activities, transitions and the wider life of the school.

Reducing these barriers is central to developing pupils' sense of belonging, independence and long-term success.

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 <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost
Investment in ambitious leadership and governance Dedicated inclusion leadership, phase leader support, subject leader release time, peer review and evidence-informed school improvement will strengthen leadership of inclusion across the school. Leader capacity used for cohort analysis, implementation planning, quality assurance and self-evaluation to identify priorities, monitor impact and continually improve inclusive practice across curriculum, teaching and wider school life. Addresses barriers 1, 2, 3, 4 and 5.	Universal	£4,594
Investment in early evidence and identification Investment in WellComm, Clicker, structured mentoring, high-quality assessment and the graduated approach (Assess–Plan–Do–Review) to strengthen the early identification of need and enable timely, evidence-informed support. Staff use assessment information to identify emerging barriers and respond before they become more entrenched, ensuring support is proportionate and responsive. Addresses barriers 2 and 3.	Universal / Targeted	£106,127
Investment in High Quality Inclusive Teaching Implementation of TCAT evidence-informed High Quality Inclusive Teaching and Adaptive Teaching CPD programme and staff time on instructional coaching linked to inclusion.	Universal	£11,732

Phase and Subject leader support, curriculum leadership, followed by deliberate practice, exemplification and protected time for developing teachers' expertise in adaptive teaching, explicit instruction, scaffolding and responsive classroom practice. Addresses barriers 1, 2 and 3		
Investment in accessible and enriching provision Investment in targeted deployment of additional adults, 1:1 digital devices, Microsoft Copilot licences, curriculum resources and assistive technologies will improve access to TCAT's ambitious, project-based curriculum. Subsidised access to a rich programme of enrichment opportunities will ensure all pupils can participate fully in school life and thrive academically, socially and personally. These investments complement High Quality Inclusive Teaching by removing barriers to learning, participation and achievement. Addresses barriers 1, 3 and 4.	Universal / Targeted	£31,407
Investment in a safe and respectful culture Funding assigned to developing relational practice, attendance systems and school librarians strengthens belonging and in turn greater independence, participation and learning. Investment in these systems and people enable consistent routines, high expectations and opportunities to engage in the wider life of the school will continue to foster a culture where every pupil feels safe, valued and able to succeed Addresses barrier 4.	Universal	£3,214
Investment in strong partnerships with families and wider services Investment in collaborative working with families, transition support and coordinated planning with external professionals will strengthen communication and ensure support is aligned across home, school and wider services. Schools will continue to draw on specialist expertise where appropriate so that pupils with more complex or overlapping needs experience coherent, joined-up provision. Addresses barriers 3 and 4.	Universal / Targeted	
Investment in inclusive environments Investment in Inclusion Base resources, Soundfield systems, sensory adaptations and accessible physical and digital learning environments will reduce barriers to communication, participation and independent learning. Alongside TCAT's world-leading 1:1 digital learning environment, these improvements will enable more pupils to access learning confidently, communicate effectively and participate fully in school life. Addresses barriers 1 and 4.	Universal	£110

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
High Quality Inclusive Teaching is consistently embedded across the school.	Quality assurance, lesson visits and professional dialogue demonstrate increasingly consistent High Quality Inclusive Teaching across classrooms
Barriers to learning are identified early and responded to effectively.	Pupils receive timely, evidence-informed support, with school monitoring demonstrating effective use of assessment and the graduated approach.
More pupils access, participate and succeed in the full life of the school.	Improved attendance, participation in enrichment and wider school activities, alongside positive pupil voice and a strong sense of belonging.
Outcomes improve for pupils with SEND and other identified groups/ those facing barriers to their learning	School data demonstrates improved progress, attainment and participation for pupils with SEND, pupils eligible for Pupil Premium and other identified groups.

Review of the previous academic year

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 pupils' 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.

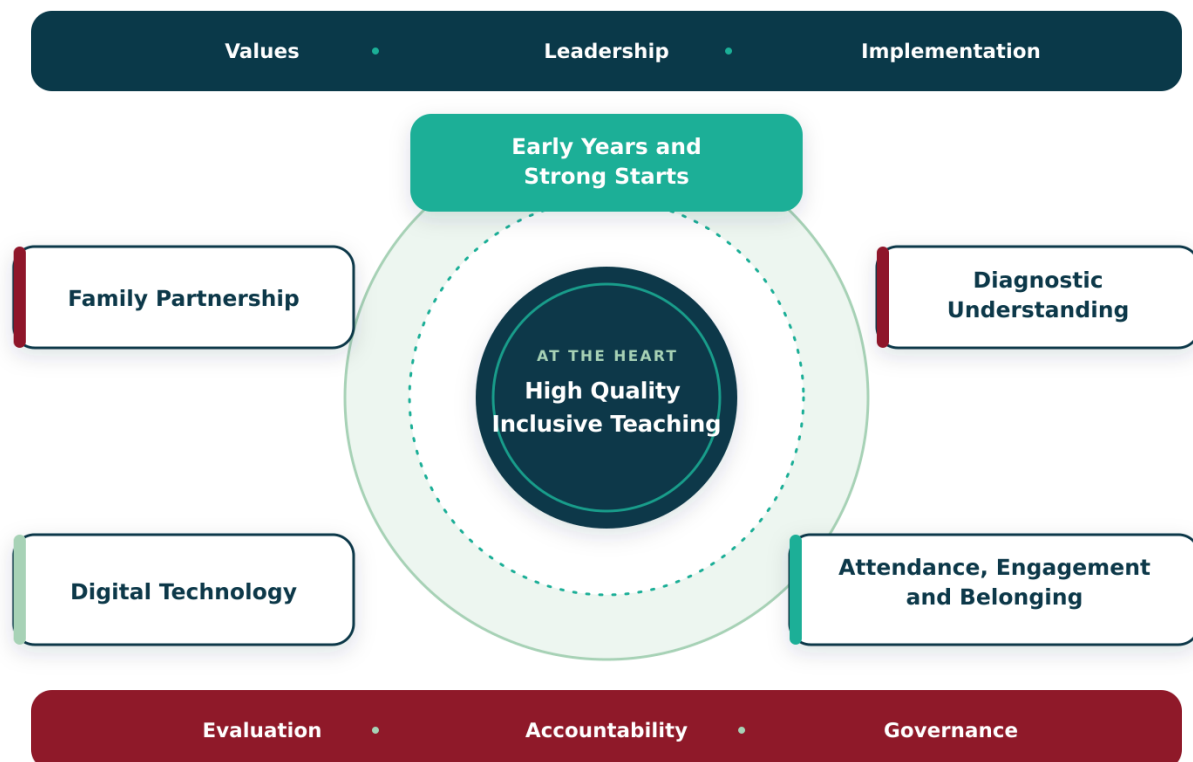
You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.

To support this, you should use:

- Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- Information from summative and formative assessments the school has undertaken.*
- School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.*

Further information

TCAT Inclusion Model



TCAT INCLUSION STRATEGY

<https://tcat.education/wp-content/uploads/2026/09/TCAT-Inclusion-Policy-Final-Sept-2026.pdf>