COCKERHAM PAROCHIAL CE PRIMARY SCHOOL

'Where a love of learning grows'

Growing in knowledge • Growing in faith • Growing in God's love

I can do all things through Christ who strengthens me | Philippians 4.13

Cockerham Parochial CE Primary School Inclusion Strategy

Strategy Overview

Title	**Inclusion Strategy 2026–27**
Academic Year	September 2026 – July 2027
Publication Date	31 December 2026
Review Date	December 2027
Status	Approved
Authorised By	Headteacher and Governing Body
Applies To	All pupils, staff, governors and stakeholders
Linked	SEND Policy, Accessibility Plan, Equality Information and Objectives, Behaviour Policy, Attendance Policy, Pupil Premium Strategy, Safeguarding and Child Protection Policy

Purpose of the Strategy

This Inclusion Strategy sets out how our Church of England primary school promotes a culture of belonging, removes barriers to learning, and ensures that every child can flourish academically, socially, emotionally and spiritually.

Rooted in our Christian vision and values, the strategy outlines how we identify and respond to additional needs, support disadvantaged pupils, deploy resources effectively, work in partnership with families, and maintain high expectations for all learners. It provides a framework for ensuring that children with SEND, pupils experiencing disadvantage, and those facing other barriers to learning receive timely, appropriate and effective support.

The strategy will be monitored throughout the academic year by school leaders and governors to ensure it remains responsive to the needs of our pupils and community.

School Context and Rationale

Cockerham Parochial CE Primary School is a small rural Church of England primary school serving the village of Cockerham and the surrounding area. The school caters for pupils from Reception to Year 6, with children taught in mixed-age classes. Our small school setting enables staff to know pupils and families well and develop a clear understanding of individual strengths, needs and circumstances.

Our Christian vision, *'Where a love of learning grows'*, is central to school life. Together with our values of Generosity, Respect, Perseverance, Friendship, Courage and Trust, it underpins our approach to relationships, learning and the care we provide for one another. We recognise and value each child as an individual, created in the image of God.

The school has pupils with a range of special educational needs and disabilities (SEND), including children with Education, Health and Care Plans (EHCPs). The needs of pupils vary considerably, and some require significant adaptations and additional adult support to access learning. We also recognise that barriers to learning may arise from disadvantage, attendance, emotional wellbeing or family circumstances.

As a small school, the needs of individual pupils can have a significant influence on how teaching, staffing and resources are organised. Staff work together to identify barriers to learning, plan appropriate provision and review the support provided. This includes working with parents, carers and external professionals where necessary.

Statement of Intent

At our small rural Church of England primary school, inclusion is at the heart of our vision and values. Guided by our Christian belief that every child is uniquely created in the image of God, we are committed to ensuring that all pupils are welcomed, valued, respected and enabled to flourish. We believe that every child has the right to belong, participate fully in school life and achieve their potential, regardless of their background, circumstance or individual need.

Our inclusion strategy is founded on the belief that difference should be celebrated and that barriers to learning are the responsibility of the whole school community. We recognise that children may experience barriers to learning at different points in their educational journey and that these barriers may be academic, social, emotional, physical or environmental. Through strong relationships with pupils and families, we know our children well and are able to identify emerging needs early and respond with timely and effective support.

Our aim is to create a culture where high expectations are matched with high levels of support. We are committed to delivering an ambitious curriculum that is accessible to all through adaptive teaching, well-planned interventions and inclusive classroom practice. We believe that children should not have to fit into a system; rather, the system should adapt to meet the needs of the child.

We are particularly committed to supporting pupils with Special Educational Needs and Disabilities (SEND), those experiencing disadvantage, pupils with social, emotional and mental health needs, and those facing barriers arising from attendance, family circumstances or rural isolation. We strive to ensure equity of opportunity so that every child can engage fully in learning, enrichment opportunities and the wider life of the school.

Our approach is underpinned by collaboration. We work closely with families, governors, external agencies and, most importantly, pupils themselves to ensure that support is meaningful, personalised and effective. We recognise that parents and carers are key partners in a child's success and seek to build trusting relationships that enable children to thrive.

This strategy also reflects our commitment to continuous improvement. Over the coming year, we will strengthen early identification processes, develop inclusive classroom practice, improve attendance and engagement, increase parental involvement, and transition from pupil profiles to streamlined Individual Education Plans (IEPs) with clear, SMART targets that support effective provision in the classroom.

Ultimately, our intention is that every child experiences a genuine sense of belonging, develops confidence and resilience, achieves success in learning, and leaves our school knowing that they are valued, capable and loved.

The Core Threads of Our Daily Practice

Inclusion serves as the central thread running through every aspect of our school community. We translate this intent into daily practice through four foundational values and beliefs:

Adaptive Teaching

We adapt teaching, resources and learning environments to ensure that all pupils can access the curriculum and experience appropriate challenge. High-quality teaching is our first response to meeting individual needs.

Strong Relationships

Positive relationships between staff, pupils and families help us understand individual needs, identify barriers to learning and respond appropriately. Respect, trust and open communication are central to our approach.

High Expectations

We maintain high expectations for all pupils, regardless of their starting points or individual needs. Appropriate adaptations and support enable pupils to work towards ambitious learning goals.

A Deep Commitment to Belonging

We aim to ensure that every child feels safe, valued and included in all aspects of school life. Our Christian vision and values underpin our commitment to a school community where every pupil belongs and has opportunities to contribute meaningfully.

Identifying Barriers to Learning

Because we know our children well, we take a proactive rather than reactive approach to inclusion. We recognise that barriers to learning can arise from a complex combination of educational, emotional, social, environmental and contextual factors.

Identification is an ongoing process informed by:

- Daily classroom observations
- Regular assessment and progress tracking
- Pupil voice
- Parent and family discussions
- Attendance and behaviour information
- Wellbeing monitoring
- SEND reviews
- Information from external agencies
- Transition information from previous settings

Where barriers are identified, we follow a graduated approach of **Assess, Plan, Do, Review**, ensuring support is targeted, measured and adapted according to impact.

Understanding Barriers to Learning

We categorise barriers into four interconnected areas.

1. Cognitive and Learning Needs

Some pupils require adapted approaches to access learning successfully.

These barriers may include:

SEND

Some pupils experience difficulties with learning which affect their ability to access the curriculum, develop new skills or work independently. These barriers may be linked to identified special educational needs, including:

- Dyslexia
- Dyspraxia
- Moderate Learning Difficulties (MLD)
- Autism
- ADHD
- Cognition and learning needs
- Physical and medical needs

These needs may affect memory, processing, attention, communication or learning independence.

Attainment Gaps

Some pupils experience gaps in foundational knowledge and skills, particularly in:

- Early language
- Phonics
- Reading fluency
- Writing
- Number sense

These gaps may arise for a range of reasons and do not necessarily indicate SEND. Without appropriate teaching and support, they can affect pupils' progress and their ability to access the wider curriculum.

2. Communication and Interaction

Some pupils experience barriers to learning because of difficulties with communication, language development or understanding. These may include:

- Speech, Language and Communication Needs (SLCN)
- Developmental language difficulties
- English as an Additional Language (EAL)

Difficulties with vocabulary, understanding instructions, expressing ideas and communicating with others can affect pupils' ability to access learning, participate in classroom activities and develop relationships with their peers.

3. Social, Emotional and Mental Health (SEMH)

Children learn best when they feel safe, secure and emotionally supported. Social, emotional and mental health needs can affect pupils' ability to engage in learning, build relationships and participate fully in school life.

Potential barriers include:

Emotional Regulation

Some pupils experience:

- Anxiety
- Low confidence
- Difficulty managing emotions
- Reduced resilience
- Difficulty with change and transitions

These challenges can affect concentration, participation, behaviour and attendance.

Family and Attendance Factors

We recognise that circumstances outside school can also create barriers to learning, including:

- Persistent absence
- Emotionally Based School Avoidance (EBSA)
- Family stressors
- Bereavement
- Changes in family circumstances

These factors can disrupt learning and affect wellbeing.

Behaviour as Communication

We recognise that behaviour can sometimes communicate an underlying need or difficulty. Staff seek to understand the reasons behind behaviour and identify appropriate support, while maintaining clear expectations and consistent boundaries.

4. Physical and Sensory Environment

The physical and sensory environment can affect a pupil's ability to access learning, concentrate and participate fully in school life.

Sensory Factors

Barriers to learning may arise from:

- Noise levels
- Visual clutter
- Lighting
- Crowded spaces
- Sensory processing differences

Some pupils may find particular environments overwhelming or distracting, affecting their concentration, emotional regulation and engagement in learning.

Accessibility

We recognise that physical and environmental barriers can affect pupils' independence and participation. We regularly consider how our classrooms, resources and wider school environment can be adapted to meet individual needs and ensure pupils can access learning and school activities wherever possible.

From Barrier to Action

Identifying a barrier to learning is only the starting point. Once a barrier has been identified, staff consider the adaptations, interventions or additional support needed to help the pupil access learning and make progress.

Examples include:

Identified Barrier	Action Taken
Weak phonics knowledge	Targeted phonics intervention and increased opportunities to practise reading
Speech and language difficulties	Vocabulary pre-teaching, visual supports and involvement from external professionals where appropriate
Anxiety about transitions	Planned transitions, visual timetables and support from a familiar adult
Poor attendance	Early family engagement, attendance plans and pastoral support
Sensory sensitivities	Adapted classroom environments, sensory breaks and personalised strategies
Low confidence	Small-group support, pupil leadership opportunities and mentoring

Impact is reviewed regularly to ensure provision remains effective and responsive.

Disadvantage at Our School

We recognise that disadvantage can take many forms and is not always reflected by eligibility for additional funding. Pupils may experience barriers to learning because of their individual circumstances, which can change over time.

For the purposes of our inclusion strategy, disadvantaged pupils may include those who:

- Are eligible for Pupil Premium funding
- Have been eligible for Pupil Premium within the last six years
- Are looked-after children or previously looked-after children
- Have a social worker
- Experience economic hardship
- Face rural isolation
- Have limited access to enrichment opportunities
- Experience family adversity or instability
- Have attendance concerns
- Have additional vulnerabilities that may impact learning and wellbeing

We recognise that these circumstances can affect pupils' attainment, attendance, engagement, confidence and access to wider opportunities. Our approach is to understand the barriers faced by individual pupils and provide appropriate support to help them participate fully in school life.

Supporting Disadvantaged Pupils

Our approach focuses on identifying and removing barriers to learning rather than labelling pupils. We recognise that individual circumstances vary and that support should be tailored to pupils' needs.

Support may include:

Academic Support

- High-quality adaptive teaching
- Early reading support
- Targeted interventions
- Additional classroom scaffolding
- Small-group tuition

Pastoral Support

- Trusted adult relationships
- Emotional wellbeing interventions
- Nurture provision
- Mental health support
- Attendance support

Enrichment and Opportunity

We actively seek to ensure all pupils can participate in:

- Educational visits
- Residential experiences
- Music tuition
- Sporting events
- Clubs and wider enrichment activities

Financial barriers are reduced wherever possible.

Family Support

We work closely with families to:

- Build strong partnerships
- Signpost support services
- Improve attendance
- Remove practical barriers to engagement

The Notional SEND Budget

At Cockerham, we use our delegated school funding, including the notional SEND budget, to support pupils with special educational needs and disabilities.

Funding is typically used to provide:

Specialist Staff Expertise

- SENCO leadership and oversight
- Teaching assistant support
- Intervention delivery
- Staff training and professional development

Targeted Interventions

- Phonics and reading programmes
- Speech and language support
- Social and emotional interventions
- Precision teaching
- Catch-up provision

Resources and Provision

- Assistive technology
- Sensory resources
- Communication aids
- Adaptive curriculum materials
- Personalised learning resources

External Agency Support

Where appropriate, funding is used to secure specialist advice from:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Specialist Teachers
- Inclusion and SEND services

We regularly evaluate the impact of expenditure to ensure resources lead to meaningful improvements in outcomes and participation.

Pupil Engagement

Children thrive when they have ownership of their learning and feel that their voice matters.

We promote engagement by:

- Building positive relationships
- Listening to pupil voice
- Providing meaningful learning experiences
- Creating opportunities for leadership and responsibility
- Recognising achievement and effort
- Supporting emotional wellbeing
- Ensuring pupils understand their next steps in learning

Particular attention is given to pupils who may be at risk of disengagement because of SEND, disadvantage, attendance difficulties or other barriers to learning.

Strengthening Parental Engagement

Families are essential partners in supporting children's learning, wellbeing and inclusion.

As a small rural school, we value the close relationships we have with parents and carers and recognise the importance of open communication, trust and working together to meet pupils' individual needs.

We promote parental engagement through:

- Regular communication about progress and wellbeing
- SEND review meetings
- Parent consultations
- Early help and pastoral support
- Parent workshops and information sessions
- Celebration events and shared learning opportunities
- Flexible approaches to communication where needed

We recognise that some families may experience barriers to engaging with school. We aim to understand these difficulties and work with parents and carers to find practical ways of providing support and maintaining positive relationships.

Looking Ahead 2026-27

During the 2026–27 academic year, we will focus on the following priorities to strengthen inclusion across the school.

1. Strengthening Early Identification

- Developing staff confidence in identifying emerging SEND and SEMH needs.
- Ensuring early intervention is implemented promptly and effectively.

2. Enhancing Inclusive Practice in Classrooms

- Further developing adaptive teaching strategies.
- Ensuring all pupils access an ambitious curriculum.
- Embedding inclusive classroom environments across the school.

3. Increasing Family Partnership

- Develop further opportunities for parent workshops and support to be held in school.
- Developing stronger home-school communication pathways.

4. Promoting Belonging and Wellbeing

- Continuing to develop a culture where every child feels safe, valued and included.
- Strengthening pupil voice and leadership opportunities.
- Ensuring our Christian vision and values remain central to relationships, wellbeing and inclusion.

5. Developing Effective Individual Education Plans (IEPs)

As part of our commitment to strengthening inclusive practice, we will transition from our current Pupil Profiles (POPs) to a streamlined system of Individual Education Plans (IEPs).

Whilst our current profiles contain valuable information, we recognise the need for a more manageable, concise and user-friendly format that enables staff, pupils and families to focus on the most important next steps in learning and development.

Intended Outcomes

1. Strengthening Early Identification

- Developing staff confidence in identifying emerging SEND and SEMH needs.
- Ensuring early intervention is implemented promptly and effectively.

2. Enhancing Inclusive Practice in Classrooms

- Further developing adaptive teaching strategies.
- Ensuring all pupils access an ambitious curriculum.
- Embedding inclusive classroom environments across the school.

3. Increasing Family Partnership

- Expanding opportunities for parent workshops and support.
- Developing stronger home-school communication pathways.

4. Promoting Belonging and Wellbeing

- Continuing to develop a culture where every child feels safe, valued and included.
- Strengthening pupil voice and leadership opportunities.
- Embedding our Christian vision so that all members of our community can flourish together.

5. Developing Effective Individual Education Plans (IEPs) As part of our commitment to strengthening inclusive practice, we will transition from our current Pupil Profiles (POPs) to a streamlined system of Individual Education Plans (IEPs). Whilst our current profiles contain valuable information, we recognise the need for a more manageable, concise and user-friendly format that enables staff, pupils and families to focus on the most important next steps in learning and development. Our aims for the year ahead are to:

- Review and transfer all existing POPs onto a simplified IEP format.
- Ensure targets are **SMART** (Specific, Measurable, Achievable, Relevant and Time-bound).
- Reduce unnecessary paperwork so that plans are focused on outcomes rather than documentation.
- Improve accessibility of information for class teachers, teaching assistants, pupils and parents.
- Clearly identify classroom strategies and reasonable adjustments that support success within everyday teaching.

- Strengthen the graduated approach of **Assess, Plan, Do, Review**, ensuring targets are regularly monitored and evaluated.
- Improve consistency across the school so that all support plans are used effectively and reviewed termly.
- Ensure that interventions and support are directly linked to identified barriers to learning and measurable outcomes.

Success will be evident when all pupils requiring additional provision have a clear, accessible IEP that is actively used within the classroom, regularly reviewed with families, and demonstrates measurable progress towards agreed outcomes. The implementation and impact of the new IEP process will be monitored through termly reviews, staff feedback, pupil voice, parental engagement and evidence of progress towards identified SMART targets. Particular attention will be given to how effectively targets are being embedded within daily classroom practice and whether plans remain purposeful, manageable and outcome-focused.

Monitoring and Evaluation

The effectiveness of this Inclusion Strategy will be monitored throughout the academic year by the headteacher, staff and governors.

Monitoring will draw on a range of evidence, including:

- Pupil progress and attainment data
- Attendance information
- Behaviour and wellbeing indicators
- Pupil voice
- Parent feedback
- SEND reviews
- Monitoring
- Staff feedback
- Evaluation of intervention impact
- Governor monitoring

Success will be measured not only through academic progress, but also through pupils' engagement, participation, wellbeing and sense of belonging. Particular attention will be given to whether identified barriers to learning are being reduced and whether support is making a meaningful difference to pupils' experiences and outcomes.