Griffydam Primary Inclusion Strategy

Inclusion Strategy Griffydam 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 that our current Inclusion Strategy covers	2026/2027
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Victoria Wills

Statement of intent

At Griffydam Primary School, our ultimate objective is to cultivate a happy, caring, and respectful community where children are encouraged to explore an exciting curriculum and become independent, resilient, and confident learners ready to take the next steps on their learning journey.

Guided by our Vision and Core Values:

We are a happy, caring, respectful community where children are encouraged to explore and exciting curriculum and become independent, resilient and confident learners, that are ready to take the next steps on their learning journey

We are Kind and Respectful

We are Explorers

We are Part of a Community

We Reach for the Stars

Our inclusion strategy ensures that every child, regardless of starting point or complexity of need, is fully valued and empowered to achieve their personal best. We prioritize whole-child development, ensuring that pupils with additional needs and Special Educational Needs and Disabilities (SEND) access a rich, ambitious curriculum that encompasses academics, sports, music, arts, and experiential learning, including taking full advantage of our National Forest setting through outdoor learning and forest school sessions.

To achieve these objectives, our inclusion strategy focuses on strengthening our universal offer, recognizing that high-quality, adaptive teaching is the single most powerful lever for driving pupil progress. By equipping our staff with evidence-based classroom strategies (such as whole-school Oracy frameworks, scaffolded learning tactics, and hands-on, enrichment-driven curriculum design) we remove barriers to learning directly within daily classroom practice. Abstract learning is transformed into concrete, experience based opportunities that build cultural capital, foster curiosity, and inspire a lifelong love of learning for all children.

Our approach directly embeds the 7 Principles of Inclusion across every aspect of school life. We maintain an inclusive culture with high aspirations for all learners. We deliver universal high-quality teaching that adapts to diverse needs, complemented by targeted early interventions such as the Nuffield Early Language Intervention (NELI) to address speech, language, and communication needs (SLCN). Through our commitment to becoming an accredited National Nurturing School, we embed relational, trauma-informed practices throughout the school day to support emotional regulation and social, emotional, and mental health (SEMH) needs. We prioritize pupil and family voice, nurture a collaborative community, and invest in continuous professional development so our workforce remains skilled, confident, and responsive.

True inclusion relies on strong partnerships. We work in close collaboration with our families, actively involving parents in their children's educational journey. We draw upon specialized expertise through partnerships with Speech and Language Therapy (SaLT), Educational Psychology, Autism Outreach, and Local Authority partners. Furthermore, through active participation in local school collaboration networks and bespoke curriculum training and local authority based training, we continuously

refine our staff subject knowledge to meet the evolving, multi-layered profiles of our pupils.

Ultimately, our vision at Griffydam Primary School is to remove limits on what our children can achieve. By combining a compassionate, nurturing universal offer rooted in our National Forest environment with specialized, timely support, we ensure our young people build the communication skills, emotional resilience, and academic confidence needed to flourish both in school and as active members of the wider world.

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	Speech, Language, and Communication Needs (SLCN) Speech and Language Therapy (SaLT) tailored, individual intervention plans for 4 pupils currently in place. The current Phonics program and teaching delivers good results and above national. Neli Early Language acquisition was in place but due to staff turn over this is currently missing Markedly higher intake of Reception/KS1 children presenting with severe speech, receptive, and expressive language delays. We have an Increasing Complex cohort with a rising proportion of pupils presenting with multi-layered needs (e.g., SLCN co-occurring with social/emotional difficulties or neurodivergence). Frustration due to communication barriers can manifest as task avoidance, frustration for social withdrawal during group activities is apparent particularly in older year groups.

2	Targeted Nurture Group provision providing a structured, low-arousal, relational environment. School-wide relational approach and Collaborative Problem Solving training for staff. We have an escalating need with an increase in emotional dysregulation, anxiety. We need to increase our trauma informed relational approach to address the root causes. Embedded throughout the school day. Dysregulated children are unable to access cognitive learning pathways, leading to lost learning time. Peer-group dynamics and self-esteem suffer when children struggle to self-regulate or navigate unwritten social rules.
3	**Enrichment-Driven Curriculum Development**, enabling subject leaders and teachers to enhance core subjects with high-impact enrichment opportunities. By extending learning beyond traditional classroom boundaries, this strategy deepens pupil engagement, builds cultural capital, and makes complex curriculum concepts more accessible and meaningful for all learners, particularly those with SEND. We have observed a growing trend of pupil disengagement and cognitive overload when subject content relies heavily on theoretical or powerpoint and text based instruction without concrete, real-world context. Without deliberate, experiential learning opportunities embedded alongside the core curriculum, vulnerable pupils struggle to build the vocabulary, and have the motivation necessary for long-term academic retention and personal development.

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)* **Approx £5891 = 1500+500 + 3500 +600**
Activity 1 Funding to cover staff training, curriculum resources, and release time to embed a whole-school Oracy Framework, equipping staff to explicitly teach physical, linguistic, cognitive, and social/emotional communication skills. This universal provision provides structured talk tactics and sentence stems in every classroom to accelerate vocabulary acquisition, support pupils with SLCN, and build oral confidence for all learners.Barrier 1	Universal	£500
Activity 2 Funding for staffing for subject teachers to develop their curriculum to extend the enrichment offer around the core curriculum and embed strategies for inclusive practice in teaching of their subjects Barrier 3	Universal	£300 per subject 1 per teacher. X 5 = 1500

Activity 3 Funding to cover training, resources, and staff release time for the Nurture Group Network's 2-Year National Nurturing Schools Programme (£3,350), embedding a universal, whole-school nurturing approach across all classrooms to foster a safe, relational environment for all pupils while providing targeted nurture support for children with complex SEMH needs. Barrier 2 Feb 2027	Universal	**£3,350**
Activity 4 Teaching assistant training, time and resources to support delivery of the Nuffield Early Language Intervention Programme (NELI) which targets reception-aged children who need extra support with speech and language development. Barrier 1	Targeted	£600 pounds

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
Barrier 1- SaLT, Activity 1 and 4 1. Re-established Early Language Provision: Reception children presenting with expressive and receptive language delays receive high-fidelity, small-group language	1.NELI Tracker & Language Assessments: Measured progress (standardized score gains) for Reception pupils completing the full 20-week NELI program from baseline to end-of-year assessment. 2.Oracy Audits & Classroom Observation: Learning walks demonstrate consistent use of sentence

intervention, recovering lost capacity caused by previous staff turnover. 2. Universal Spoken Language & Vocabulary Growth: All pupils, particularly those with SLCN, benefit from explicit, structured talk tactics and sentence stems in daily classroom teaching, accelerating academic vocabulary acquisition and oral clarity across all subjects. 3.Reduced Frustration & Social Inclusion: Communication barriers are systematically scaffolding in whole-class settings, leading to decreased task avoidance, greater willingness to participate in group work, and improved peer interaction (especially in older year groups).	stems, physical/linguistic talk tactics, and structured exploratory talk routines in 100% of classrooms. 3.Reduction in Communication-Driven Off-Task Behavior: Decreased behavior logs and low-level disruption referrals linked to task avoidance during group/discussion activities in Key Stage 2.
Barrier 2-SEMH Activity 3 1.Whole-School Relational Culture: The *Six Principles of Nurture* are embedded across every classroom, creating safe, low-arousal, and predictable environments where trauma-informed practices address root causes of anxiety rather than secondary behaviors. 2.Readiness to Learn: Dysregulated pupils develop emotional self-regulation tools through targeted nurture support and embedded daily routines, allowing them to re-access cognitive learning pathways and significantly reducing lost instructional time. 3.National Accreditation & Sustainable Staff Expertise: Staff build confidence in Collaborative Problem Solving and trauma-informed approaches, achieving formal National Nurturing School status within the two-year timeframe.	1.National Nurturing School Accreditation: Successful completion of milestones, audit tools, and final accreditation through the Nurture Group Network at the end of Year 2. 2.Boxall Profile / SEMH Tracking Data: Statistically significant improvements in developmental and diagnostic scores on the Boxall Profile for pupils receiving targeted small-group nurture support. 3.Decrease in Lost Learning Time: Reduced internal removals, reflection room usages stemming from emotional dysregulation or unstructured time incidents. 4.Pupil Voice & Wellbeing Surveys: Pupil feedback reflects an increased sense of safety, belonging, and emotional self-efficacy across all key stages.
Barrier 3 - Enrichment Activity 2 1.Concrete, Contextualized Subject Learning: Core subject curricula learning moves from heavy reliance on passive, text-heavy, or slide-only instruction toward concrete, hands-on, and experiential learning and experience based approaches. 2.Enriched Cultural Capital for Vulnerable Learners: Pupils with SEND and those from disadvantaged backgrounds gain rich, real-world context and background knowledge through embedded field visits, practical	1.Subject Leader Curriculum Audits: Scheme-of-work reviews confirm that every core unit includes explicit, contextualized enrichment opportunities and inclusive adaptation strategies for pupils with SEND. 2.Pupil Engagement, SLT and GovernorLearning Walks & Work Scrutiny: Book look sampling and learning walks show high levels of active engagement, with pupils demonstrating deep conceptual recall during verbal discussions and applied tasks. 3.Progress in Core Subjects for SEND/Vulnerable Groups: Narrowing of the attainment and progress gap in core subjects between

workshops, and cross-curricular enrichment linked directly to core units. 3.Sustained Pupil Engagement & Retention: Abstract concepts become anchored in real-world application, resulting in increased intrinsic motivation, deeper conceptual understanding, and improved long-term knowledge retention for all learners.	SEND/disadvantaged pupils and their peers over the duration of the strategy. 4.Enrichment Equity Tracking: 100% participation rates for pupils with SEND and disadvantaged backgrounds in all subject-linked enrichment experiences and out-of-classroom activities.

The monitoring and implementation of this strategy will be monitored by the SEND and Inclusion Governor and the Chair of Governors and impact taken to the FGM.

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

Our Unique Holistic and Experience Based Offer

At Griffydam Primary School, we take pride in offering an environment where outdoor learning, physical health, and personal growth are valued as well as classroom academics. We recognise that children learn best when they can move, explore, and connect with the world around them, making our outdoor grounds a central pillar of our everyday curriculum.

- **External Learning & Exploration:** We encourage all children to explore their immediate environment, using our extensive outdoor grounds and National Forest location to deliver hands-on, practical learning. Outdoor learning is not treated as an add-on; learning in our external environment is valued equally alongside internal classroom instruction, helping to anchor abstract concepts through real-world experience.

- **Daily KS2 Physical Education & Sensory Regulation:** We provide a daily Physical Education offer in Key Stage 2 to support physical development and proactively foster emotional self-regulation. Engaging in daily physical activity gives children the movement breaks and sensory input they need to reset, reduce anxiety, and return to the classroom fully regulated and ready to access cognitive learning pathways.

- **Inclusive Sports & Teamwork:** Every pupil is provided with regular opportunities to engage in competitive sports and team-building activities. We focus on building inclusive team dynamics where every child, regardless of their starting point, physical confidence, or additional needs, becomes a positive, valued member of a team.

- **Individual Strengths & Success:** We recognise that every child possesses unique talents and profiles of need. By offering a diverse range of physical, outdoor, creative, and academic experiences, we ensure that every child has the platform to thrive, discover their personal strengths, and experience meaningful success.