THE BLUE SCHOOL

CHURCH OF ENGLAND

Inclusion Strategy

Every child known. Every child included. Every child thriving.

"Whatever you do in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him."

Colossians 3:17

School	The Blue School, Church of England Primary School
Local authority	London Borough of Hounslow
Strategic lead	Hollie Stallwood, Assistant Headteacher and SENDCo
Accountability	Headteacher, SENDCo and Inclusion Governors
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Statement of intent

At The Blue School, inclusion is the way we teach, listen, lead and care for one another. Our Christian vision places wisdom, hope and dignity at the heart of a community in which every child is known, valued and supported to take an active part. We believe that a child's additional need must never become a ceiling on their ambition or a barrier to belonging.

Our aim is for every child to experience an ambitious curriculum, trusting relationships and the ordinary rhythms of school life with the support they need to succeed. We want children to understand what is happening, share their ideas, ask for help, develop friendships, make progress and participate meaningfully in lessons, worship, play, visits and enrichment.

This strategy sets out the school's approach to inclusive practice across the universal, targeted, targeted plus and specialist levels of support. Our principal improvement focus is speech, language and communication needs (SLCN), because the school's review of pupils' needs identified communication as the most prevalent primary area of special educational need, with increasing numbers of children presenting with moderate to severe communication needs. Communication also influences progress in other areas of need and can be a barrier for pupils without an identified SEND category.

Our school has already begun this work through a clearly defined inclusive pedagogy, specialist speech and language input from Bhavna Acharya, whole-school professional learning, intensive Assistant Teacher development and strengthened classroom practice. Learning walks have confirmed that the school's core pedagogy, developed through our inclusion priorities, is increasingly evident in lessons. Our next responsibility is to secure consistency, evaluate impact and sustain the practices that make the greatest difference for children.

Our strategy is informed by the Department for Education's seven principles of inclusion, the SEND Code of Practice, the Education Endowment Foundation (EEF) evidence base and the professional knowledge of our pupils, families, school staff and specialist partners. The Inclusive Mainstream Fund strengthens this work alongside our existing core and notional SEN budgets. It does not replace existing statutory provision or established school expenditure.

Our shared commitments

Our value	Our commitment
Hope	To retain ambitious expectations, teach the next step explicitly and recognise progress in each child's own learning journey.
Dignity	To listen to every child, including children who communicate through signs, symbols, gestures, movement or technology, and to respond with kindness and respect.
Wisdom	To combine research, professional advice, careful assessment and the lived experience of children and their families.
Community	To develop inclusive classroom practice so children learn, play, worship and build relationships alongside their peers.

The school rules of Ready, Respectful and Responsible are taught through accessible routines, supported communication, relationships and developmentally appropriate expectations. Where a child struggles, adults first consider what the child is communicating and which barriers can be removed. Our approach remains aspirational, relational and equitable.

1. Strategy at a glance

The strategy builds on work already undertaken and prioritises three connected improvements:

Priority	Intended change for children	How we will know
1. Communication throughout everyday teaching	Teaching becomes easier to understand and more opportunities are created for children to contribute, use vocabulary and communicate independently.	Learning walk evidence, pupil talk and alternative communication, learning samples and feedback from children and staff.
2. Expert staff in every phase	Teachers and Assistant Teachers confidently transfer SaLT advice, EEF approaches and skilled Rainbow Room practice into classroom routines.	Coaching records, skills audits, implementation checks and evidence of children using skills with familiar adults.
3. Timely, evaluated support and belonging	Children with emerging and more complex needs access planned help early, remain connected to the curriculum and experience greater participation.	Individual baseline and review data, case studies, attainment and progress, attendance and enrichment participation, pupil and family feedback.

2. Our context and why communication is the priority

The Blue School serves children from Nursery to Year 6. Our population includes children with communication and interaction needs, cognition and learning differences, social, emotional and mental health needs, and sensory or physical needs. Many children experience more than one barrier, and the nature of the need is sometimes still being understood. Home languages, cultural identities, socio-economic circumstances, mobility and children's wider experiences are considered alongside their learning and developmental needs.

The school's current profile shows that, of the 427 pupils on roll, 117 are receiving SEN Support and a further 10 have an Education, Health and Care Plan (EHCP). This represents approximately 27.4% of pupils receiving SEN Support and 2.3% with an EHCP, bringing the total proportion of pupils identified with special educational needs to 29.7%.

The school identifies SLCN as the most recorded primary SEND area, comprising 36.7% of the SEN cohort. Barriers commonly affect understanding of spoken language, the use of vocabulary, expression of ideas, participation in social interaction, processing time, learning behaviours and independence. More children are presenting with moderate to severe needs, making communication supportive teaching a priority for all phases.

Progress and attainment as a source of learning

Our consultation drew on progress and attainment information, including individual progress over time and end of key stage outcomes. In the school's 2026 analysis, the Year 6 SEND group achieved 68% combined reading, writing and mathematics at the expected standard or above, with recorded expected-standard outcomes of 80% in reading, 72% in writing and 80% in mathematics. These internal figures are used to understand strengths, barriers and variation between subjects.

These outcomes reflect the high expectations we hold for all children, regardless of their individual needs or starting points. Building on this strong foundation, we will continue to evaluate individual progress across all year groups, using assessment, professional insight and evidence of learning to identify successful approaches and further strengthen provision. Our focus remains on ensuring that every child receives ambitious, inclusive teaching and personalised support that enables them to make meaningful progress, develop independence and achieve their full potential.

Consultation and co-production: completed

The strategy has been shaped through a completed process of school self-evaluation and consultation. Leaders examined the current SEN register and patterns of need, assessed progress and attainment, listened to pupil voice and considered findings from the parent survey. The proposed priorities were discussed with link governors, including what would offer the greatest benefit to children in The Blue School's setting. Staff and specialist evidence have informed the development of practical approaches.

This consultation identified the importance of earlier support, a shared communication approach, staff confidence, clear and consistent routines, the transfer of therapeutic expertise into classrooms, and accessible ways for children and families to be heard. Leaders used these themes alongside the quantitative school data to select SLCN as the leading improvement priority.

3. What we are building on: review of established practice

The school did not begin its inclusion journey with this grant. Our existing work includes adaptive teaching, a developing graduated response, EduKey learning plans, carefully planned interventions, therapeutic partnerships, Rainbow Room expertise, emotional literacy support and work with families. The SIAMS inspection in May 2026 recognised the contribution of the Rainbow Room to communication and learning within the wider inclusive ethos of the school. The strategy aims to take valuable specialist approaches into the classrooms where children spend most of their learning time.

Professional learning already delivered

Established development	Who participated and what it covered	How it informs the strategy
Communication friendly classrooms with Bhavna	Teachers received SaLT professional development from Bhavna Acharya covering ten practical classroom approaches and metacognition.	Consistent adult language, visual information, vocabulary, waiting and checking for understanding become part of core teaching.
Intensive SEN training in the Rainbow Room	Assistant Teachers undertook intensive development using the school handbook and observation, practice, reflection and transfer into phase provision.	Staff use skilled scaffolding, communication, regulation and observation approaches within the classroom.
Improving Outcomes for Children with SEND	Whole-school CPD developed a shared graduated approach, the EEF five a day Core Pedagogy and adaptation without lowered ambition.	The school's core pedagogy has been shaped by inclusion priorities and is being monitored through learning walks.
Trauma informed practice and attendance	Our attached educational psychologist, Hayley Morgan, will lead whole-school CPD on trauma informed practice and attendance. November 2026.	Relationships, felt safety, communication and early attendance support inform inclusive routines and pastoral responses.
Ambitious about Autism	All teachers have participated in three sessions, extending their knowledge of autism and inclusive teaching. May - June 2026.	Teaching teams refine sensory, communication, predictability and participation strategies without assuming all autistic pupils have the same needs.
Induction and early career teaching	ECTs have worked closely with Bhavna, the SENDCo and Headteacher on inclusive classroom practice.	Coaching and shared reflection help inclusive practice become part of a teacher's early professional habits.
Intensive EYFS specialist partnership	Bhavna has worked intensively with EYFS teachers, observing and assessing environments and teaching practice, giving guidance, supporting the implementation of approaches and revisiting progress.	A tested cycle of observation, advice, implementation and review informs the approach for other phases.

The autumn 2026 learning walks demonstrated clear and meaningful progress since the previous reviews in 2025, particularly in the development of inclusive classroom environments, adaptive teaching, communication supportive strategies and opportunities for children to develop independence. These improvements reflect the school's continued commitment to strengthening inclusive practice across all phases. The visits also identified

specific next steps to build upon this progress, with ongoing assessment, pupil voice and future learning walks providing further evidence of the sustained impact on children's learning, participation and outcomes.

Autumn 2026 learning walks: phase strengths and next steps

Early Phase: Nursery, Reception and Year 1

The Early Phase learning walk found warm, secure relationships, accessible continuous provision, picture and word labelling, visual timetables, now and next cues, calm areas and predictable routines. Children encountered literacy and mathematics within purposeful play, with opportunities to choose, communicate and work independently. Nursery outdoor provision has developed markedly since the January 2025 monitoring focus on communication and outdoor learning. Year 1 shows continuity in visual support and regulation as children move towards more formal lessons. These strengths are consistent with Bhavna's earlier modelling and classroom environmental work, although the learning walk alone cannot establish which activity caused each improvement.

Next steps: establish purposeful communication boards in Nursery and Reception continuous provision and, where useful, Year 1, including outdoor, sand, water, construction and role play. Refine the placement and everyday use of visuals, continue teaching children how to recognise their feelings and select a helpful regulation strategy, and strengthen sustained adult interactions through commenting, modelling vocabulary, joining play sensitively and extending thinking. The EYFS and Year 1 Phase leader, Reena Bhatarah, Early years and Year 1 attached SLT, Pete Hammer, and Bhavna, our SaLT Inclusion Specialist, will review the accessibility and use of these approaches alongside the child's response.

Middle Phase: Years 2 to 4

The Middle Phase learning walk found calm, purposeful classrooms, accessible phonics, writing and visual resources, carefully managed slides, practical resources, thoughtful seating and responsive additional adults. Zones of Regulation were actively used, children were encouraged to contribute and adults kept ambitious expectations. Compared with practice observed in 2025, visual systems and regulation resources are increasingly established as part of the universal offer. The review also highlighted that quiet attention does not, on its own, demonstrate understanding or meaningful engagement.

Next steps: increase checks for understanding and opportunities for active responses, including paired rehearsal, practical demonstrations and mini whiteboards; refine the chunking and pace of explanations; and adopt a shared approach to adult scaffolding which gives thinking time, then uses the smallest effective prompt before modelling more support. Phase leaders will review whether children start tasks, explain or demonstrate understanding, and use helpful resources with less unnecessary adult prompting. Consistent regulation language and access to tools will be considered across classes.

Upper Phase: Years 5 and 6

The Upper Phase learning walk found ambitious subject content and a strong combination of clear modelling, effective pupil dialogue, practical mathematical representations, purposeful vocabulary, accessible resources and discreet sensory adjustments. Staff used concrete manipulatives where needed without lowering the learning intention. Pupils were able to explain their current learning and make connections with prior knowledge. These observations provide evidence of high expectations alongside adaptations that support belonging and curriculum access.

Next steps: teach the metacognitive sequence of plan, monitor and evaluate more explicitly; enable children to select, use and review their own scaffolds; and ensure structured opportunities for all pupils to participate through carefully chosen questions, talk partners, demonstrations and alternative communication. The focus is especially relevant to preparing for secondary school. Follow up visits will include pupil discussion, curriculum work and evidence of increasing independence, alongside consideration of regulation barriers that affect participation.

Across all three phases, the SENDCo and phase leaders will build upon the progress evidenced through the Autumn 2026 learning walks, recognising the significant improvements in inclusive classroom practice since 2025. Further reviews in March and July 2027 will celebrate the continued development of our core pedagogy,

identify opportunities to strengthen consistency and evaluate the positive impact on children's understanding, communication, independence, participation and academic progress.

The next step from training to sustained impact

Building on the professional development already undertaken, staff will continue to embed and refine inclusive teaching approaches through collaborative planning, specialist guidance, shared practice and professional reflection. The SENDCo, phase leaders and specialist professionals will work alongside teaching teams to strengthen consistency across the school, ensuring that the knowledge and expertise gained through CPD continues to enrich classroom practice and improve children's learning experiences, confidence, independence and outcomes.

4. Barriers to learning and participation identified by the school

The school's barriers are identified from assessment, classroom observation, pupil and parent views, staff and specialist discussions, and progress, attendance and participation information. We understand that barriers can be changed by improving teaching, support, routines, relationships and environments.

Code and identified barrier	What we see or assess	Priority response
B1. Understanding and processing	Children may miss lengthy instructions, struggle with abstract or implied language, need longer to process or find it difficult to follow transitions.	Manageable spoken input, visuals, processing time, meaningful checks and therapy advice.
B2. Expression and interaction	Some children cannot easily express needs, explain ideas, join play, use vocabulary or repair misunderstandings.	Total communication, AAC where assessed, language modelling, purposeful talk and social interaction opportunities.
B3. Curriculum language and learning	Vocabulary, working memory, reading or recording demands can hide understanding and limit participation in an ambitious curriculum.	EEF five a day, explicit vocabulary, rehearsal, responsive scaffolding and appropriate technology.
B4. Regulation, trust and attendance	Sensory demands, anxiety, relational experiences and communication barriers can reduce engagement, attendance or readiness to learn.	Trauma informed relationships, predictable routines, regulation support and early joined up attendance action.
B5. Variation in adult and environmental practice	The same successful strategy is not always applied consistently across adults, subjects and school spaces.	Bhavna coaching, Assistant Teacher practice, EYFS learning transferred to phases and repeated learning walks.
B6. Participation, access and belonging	Some children find lunch, play, worship or communicating their own views difficult.	Accessible pupil voice, reasonable adjustments and positive peer relationships, with continued opportunities for every child to participate fully in lessons, playtimes, collective worship, educational visits and the wider life of the school.
B7. Overlapping and changing needs	Children with complex communication and other needs may require more intensive or rapidly adjusted support, including while referrals are ongoing.	Graduated response, early intervention, timely case review and coordinated specialist advice.

Our inclusive approach also supports children who are disadvantaged, known or previously known to children's social care, multilingual learners, pupils with medical needs and those experiencing mobility or disrupted access to learning. Inclusion leaders work collaboratively with pupil premium, safeguarding, attendance and pastoral colleagues to ensure that overlapping needs are understood and appropriate support is carefully coordinated. We value the linguistic and cultural diversity of our school community, recognising each child's individual strengths, experiences and communication needs.

5. Our graduated offer: inclusion by design

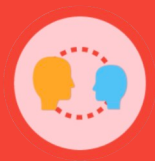
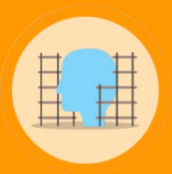
At The Blue School, our graduated approach is built around four levels of provision: Universal, Targeted, Targeted Plus and Specialist. These levels provide a flexible framework that enables us to respond to each child's individual strengths, needs and progress. Support is carefully planned, regularly reviewed and adapted as children develop, ensuring that the right provision is available at the right time, without the need to wait for a formal diagnosis. Throughout every level, we maintain high expectations and an ambitious, inclusive curriculum, with class teachers retaining responsibility for each child's teaching, learning and progress, supported by Assistant Teachers, families and specialist professionals.

Level	What it means in practice	Assessment and review
Universal 	Accessible classroom routines, EEF five a day, quality first teaching, explicit language and vocabulary, visuals, supported talk, calm relationships and responsive checks.	Teacher uses formative assessment, work and pupil response; leadership learning walks evaluate consistency.
Targeted 	Time-limited evidence-informed communication groups, vocabulary pre-teaching, structured practice, focused social communication or regulation support, connected to class learning.	Baseline, measurable goal, planned frequency, delivery log and review usually after six to eight teaching weeks.
Targeted Plus 	More personalised provision with class teacher, SENDCo and therapist advice, additional practice, coordinated strategies and possibly enhanced adult support.	Detailed learning plan and provision map, family views, monitoring across routines, escalation if limited progress.
Specialist 	Specialist therapeutic or educational provision, individual AAC, individualised curriculum access and statutory EHCP provision as required.	Professional advice, implementation of Section F, annual review and timely changes sought where provision requires amendment.

The Rainbow Room is a valuable and flexible part of our inclusive provision, accessible to all children when additional support would benefit their learning, communication, emotional regulation or wellbeing. Class Teachers and Assistant Teachers can use this space purposefully for targeted interventions, sensory regulation, structured activities and small group support, responding to children's individual needs as they arise. The strategies and expertise developed within the Rainbow Room also strengthen everyday classroom practice, enabling children to experience consistent approaches and develop greater confidence and independence. This provision complements our universal offer, ensuring that children receive the right support at the right time while remaining fully included in the life of their class and wider school community.

6. Inclusive teaching: our core pedagogy

Our school's core pedagogy has developed through our commitment to strengthening inclusive practice, ensuring that high quality teaching is accessible, ambitious and responsive to the needs of every child. Recent learning walks have evidenced the positive impact of this approach, with inclusive teaching strategies increasingly embedded and consistently applied across all phases. Drawing upon the EEF five a day, teachers use evidence-informed approaches alongside ongoing assessment to adapt teaching, remove barriers to learning and promote independence. These strategies are thoughtfully selected to meet the needs of children and the learning intentions of each lesson, ensuring that every child is supported, challenged and given meaningful opportunities to achieve and thrive.

EEF approach	What adults do in The Blue School	What children should experience
Explicit instruction 	Teach and revisit key vocabulary; explain, model and demonstrate; give one manageable step at a time; use "I do, we do, you do" and review.	Children can understand the task, see what success looks like, participate in guided practice and demonstrate their learning.
Cognitive and metacognitive strategies 	Teach simple plan, monitor and review routines; model thinking aloud; use organisers, pictures, worked examples and reflection appropriate to communication level.	Children gain greater awareness of what they know, which support helps and how to check or improve a response.
Scaffolding 	Use precise adult prompts, visual frameworks, practical materials, word banks, sentence stems and structured rehearsal; review and reduce unnecessary prompts.	Children access challenging ideas, retain necessary communication aids and develop greater agency and independence.
Flexible grouping 	Use brief vocabulary groups, paired rehearsal, targeted modelling and purposeful peer talk; revisit membership as needs change.	Children learn alongside different peers and continue to receive teaching from the class teacher.
Purposeful technology 	Use visualisers, text to speech, recording, adapted text or AAC when these remove a real barrier; teach children how to use the tool.	Children can access information, make choices, explain ideas and show learning without an unnecessary recording barrier.

Across the whole curriculum, we are committed to providing ambitious, inclusive and accessible learning experiences that enable every child to achieve and thrive. Subject leaders and teachers carefully consider the knowledge, skills and vocabulary children need to succeed, adapting teaching approaches, resources and opportunities for participation to remove barriers while maintaining high expectations. Our inclusive core pedagogy ensures that children can engage meaningfully with rich curriculum content, demonstrate their understanding in different ways and develop confidence and independence in their learning. Through ongoing assessment and responsive teaching, we ensure that every child is appropriately supported and challenged across all subjects and phases of the school.

Bhavna's ten communication friendly classroom practices

Bhavna's completed teacher CPD gives us a shared practical language. Staff are expected to select, implement and review the approaches most helpful for their pupils:

Practice	School expectation and example
1. Communication friendly environment	Reduce unnecessary clutter and noise; position children to see the adult; use meaningful displays and organised resources.
2. Visual timetables and anchors	Point to consistent now and next, first and then, and change cues; represent the sequence of a learning task.
3. Visual frameworks and dual coding	Pair a concise spoken explanation with a relevant picture, object, diagram or numbered sequence.
4. Explicit vocabulary and working word walls	Select useful Tier 2 and subject vocabulary, explain, demonstrate, practise, revisit and encourage use.
5. Chunking spoken instructions	Say the step, show the step, pause, check, then move to the next step.
6. Processing and response time	Provide deliberate thinking time, which may be around ten seconds or different according to the child and task; do not rush or answer for the pupil.
7. Language modelling and recasting	Respond naturally to a child's idea by modelling a more complete or accurate phrase without criticism.
8. Specific, repeated language	Use precise nouns and verbs rather than ambiguous "it" or "there"; provide many meaningful encounters with useful words.
9. Scaffolded sentence stems	Use graduated spoken and written sentence frames, retaining sufficient challenge and adjusting support as confidence grows.
10. Multisensory prompting	Link seeing, hearing, gesture and purposeful action to support understanding and starting a task; avoid adding excessive spoken prompts.

Bhavna's specialist training provides a strong foundation for communication supportive teaching across the school. These approaches are embedded within our inclusive core pedagogy, with teachers and Assistant Teachers adapting strategies thoughtfully to reflect each child's individual communication needs, strengths and stage of development. Working collaboratively with Bhavna and other specialist professionals, staff ensure that appropriate communication strategies, including visual

supports, Makaton, PECS, core boards and alternative and augmentative communication (AAC), are used consistently and meaningfully throughout the school day. Through ongoing professional reflection, classroom observations and specialist guidance, we will continue to develop and strengthen these approaches, ensuring that every child has opportunities to understand, communicate, participate and thrive.

Research and theory

The EEF's Special Educational Needs in Mainstream Schools, Five a day and Guide to Inclusive Teaching underpin the selection of universal approaches. The EEF's Effective Professional Development and implementation guidance inform the training, feedback and staged review cycle. Sweller's work on cognitive load informs our attention to manageable instructions and reduced unnecessary processing. Wood, Bruner and Ross's work on scaffolding informs responsive adult support that builds competence. EEF evidence on oral language reinforces structured opportunities to learn and use vocabulary through curriculum activities. These sources inform decisions; whether a particular adaptation works is judged through the child's response.

7. Specialist speech and language partnership: Bhavna Acharya

Bhavna is central to our approach because she works within the school community and understands the daily learning environments in which children communicate. Her work includes specialist assessment and observation, individual and targeted therapy where commissioned, recommendations to teachers, staff training, environmental advice and collaborative review. The school will maintain clear agreement about commissioned hours and delivery.

A tested model in the early years

EYFS staff have benefited from intensive involvement by Bhavna. She has observed and assessed classroom environments and adult practice, advised on communication friendly spaces and routines, helped colleagues embed strategies and returned to review development. This has included attention to adult talk, useful visual information, clear routines, access to resources and opportunities for children to initiate communication. Our intention is to use this cycle of observe, advise, adapt, practise and review as a model for all phases, adjusted to the age and curriculum demands of older pupils.

How specialist advice reaches daily learning

- **Assessment and consultation:** identify what the child understands, how the child communicates, and what changes to the environment or adult interaction would increase access.
- **Demonstration and coaching:** model language approaches in the classroom, jointly observe practice and give specific feedback to the teacher or Assistant Teacher.
- **Embedding specialist expertise:** Continue to strengthen Bhavna's ten communication approaches, already integral to our school's core pedagogy, through consistent classroom practice, professional reflection and ongoing evaluation of their impact on children's communication, participation and learning.
- **Individual communication provision:** set meaningful, observable outcomes, prepare adults to deliver delegated programmes accurately and review a child's response across settings.
- **Case discussion and family partnership:** agree when to maintain, adapt or increase support and how relevant strategies can be understood by home and school.
- **Capacity building:** work alongside ECTs and EYFS colleagues, and prioritise additional expertise for phases where classroom review identifies further needs.

8. Staff expertise: what has happened and what comes next

We already have a broad professional development foundation. The next phase is disciplined implementation. We will use the EEF model of effective professional learning: explain the purpose, model a practice, allow rehearsal, provide feedback and revisit application. Attendance alone does not demonstrate impact. Every teaching team will be able to explain which two practices it is strengthening and what those changes have meant for children.

Staff group and established learning	Follow through in 2026 to 2027	Evidence of change
Teachers: Bhavna's SaLT CPD and Improving Outcomes for SEND CPD	Identify two phase appropriate communication practices; co-plan vocabulary and interaction; take part in peer and leader feedback.	Matched learning walk evidence, child responses, work and teacher reflections.
Assistant Teachers: intensive Rainbow Room SEND training	Use the handbook's skills audit and prepare, observe, practise, apply, review cycle; implement one strategy in class with teacher oversight.	Skills audit before and after, annotated observation, agreed task and review four to six weeks later.
Whole school: Hayley Morgan's trauma informed and attendance CPD	Apply relational responses, predictable routines and early barrier exploration in attendance and engagement work.	Pupil voice, attendance plans, routine and regulation observations and family feedback.
All teachers: three Ambitious about Autism sessions	Apply individualised, affirming approaches to environment, predictability, sensory needs, communication and peer participation.	Planning changes, pupil feedback and case review evidence, including where an approach was altered.
ECTs: supported by Bhavna, SENDCo and Headteacher	Continue coaching through observation, joint planning and reflective practice linked to the classroom's priority pupils.	ECT reflection and leader follow through; observed use of agreed adjustments.
EYFS: intensive Bhavna consultation already provided	Review communication environments and adult practice; share effective approaches with Reception and Nursery colleagues and the wider school.	Repeat age appropriate classroom reviews and documented refinements following therapist guidance.

Assistant Teacher development through the Rainbow Room

The school's Assistant Teacher Inclusive Classroom Handbook is a practical tool for transferring provision. During the training day, colleagues observe precise adult language, clear entry routines, visual systems, regulation, scaffolded activities and the pupil's response. Staff then choose an appropriate approach for their own phase and practise it in everyday lessons. The teacher agrees the learning purpose and retains responsibility for the child's programme.

The training cycle is **prepare, observe, practise, apply and review**. Assistant Teachers complete a starting skills audit, use the observation and reflection pages, and return the designated training record and one focused reflection to the SENDCo. Four to six weeks after implementation, the teacher and Assistant Teacher consider whether the child better understands the task, initiates communication, maintains participation or relies on fewer unnecessary prompts. Further coaching follows where needed.

The focus is inclusion rather than removing support indiscriminately. Adults may reduce prompts as a skill becomes secure, but continue to provide communication systems, sensory adjustments and other access arrangements that remain necessary. The Rainbow Room's contribution is strongest when its expertise improves classroom practice and retains children's connection with their peer community.

9. Trauma informed practice, attendance and belonging

Hayley Morgan, our attached educational psychologist, will deliver whole-school professional development in trauma informed practice and attendance. This strengthens a shared understanding that relationships, predictability, wellbeing and a child's sense of safety influence access to learning. Staff consider what behaviour

and patterns of attendance may communicate, including sensory overload, unmet language need, anxiety, experience of change or difficulty navigating routines.

The school will embed practical responses such as greeting children, co-regulation, clear visual explanations, gentle transitions, accessible help seeking and supportive communication with families. Adults respond to distress with curiosity, dignity and safeguarding awareness. A child's need for additional support does not remove expectations of safe and respectful participation; teaching the skills and removing barriers are part of a proportionate response.

Attendance is reviewed early and sensitively. The attendance lead and SENDCo will consider children's circumstances, medical needs and special educational needs alongside school attendance information. Plans will identify adjustments and support, the family's perspective, a realistic review point and appropriate involvement of other services. We will track both attendance and the child's experience of school, avoiding simplistic comparisons where health or circumstances affect attendance.

10. Curriculum, worship, play and wider school participation

Inclusion continues beyond the classroom and is woven into every aspect of school life. Teachers, Assistant Teachers, pastoral and lunchtime staff work collaboratively to ensure that communication supportive approaches are consistently used during playtimes, lunchtimes, transitions, collective worship, educational visits, performances and extracurricular activities. Children are supported to prepare for new experiences, understand expectations, express their choices and seek help when needed. Rooted in our Christian vision and values of Hope, Dignity, Wisdom and Community, we nurture an environment where every child feels welcomed, valued and included, with meaningful opportunities to participate, develop friendships and flourish as part of our school community.

Leaders will review participation in enrichment and the wider curriculum, including whether a suitable opportunity is available, whether the child wishes to attend, what adjustments are offered and whether participation improves. Examples include visual plans for a school visit, peer support for a group activity, alternative response formats during worship and accessible instructions in physical education.

For children who experience multiple barriers, the SENDCo will work alongside safeguarding, pupil premium, attendance and curriculum leads. The approach is child centred and will recognise where barriers arise from access, deprivation, disadvantage, family circumstances, disability, disrupted attendance or language learning and respond through coordinated support.

11. Targeted provision and case review

Early support will be available when an identified barrier is affecting learning, participation or wellbeing, without waiting for a diagnosis. Every targeted programme will have a clear rationale, intended benefit, baseline, delivery plan, named lead and review date. The Assess, Plan, Do, Review cycle will be recorded through established school systems, including EduKey learning plans and provision records.

Assess and plan

The teacher brings together attainment and formative assessment, classroom observation, pupil voice and family knowledge. Bhavna contributes specialist information where appropriate. The baseline describes what the child can currently understand or communicate, in what context and with what adult support. Goals should be meaningful and ambitious for that child. A plan might specify independently asking for help through the child's agreed system, participating in paired discussion, using topic vocabulary or following a routine using a visual sequence.

Do and review

Provision is carefully planned around each child's individual needs, including the frequency and duration of targeted support, opportunities to practise and develop skills within everyday classroom learning, and the communication strategies that support consistency across the school day. Progress is reviewed through our

graduated approach, with class teachers, Assistant Teachers, the SENDCo and relevant specialist professionals working collaboratively to support each child's development.

Through ongoing assessment, classroom observations, individual learning plans and discussions with families, we celebrate children's achievements, recognise their developing strengths and identify meaningful next steps in their learning. Our approach remains flexible and responsive, ensuring that children continue to receive appropriate support as their needs develop. For children with an EHCP, the provision outlined in Section F continues to be delivered in accordance with their statutory plan.

12. Budgeted activity and use of the Inclusive Mainstream Fund

The school received £23,467.72 in Inclusive Mainstream Fund (IMF) funding. The proposed budget below supplements the core school budget, including its notional SEN allocation. It concentrates additional resources on specialist coaching, implementation within ordinary classrooms, communication tools, timely intervention and evaluating meaningful access and participation.

Budgeted activity	Barriers	Tier and DfE principles	Planned additional investment	IMF cost
A1. Additional school-wide SaLT coaching and classroom review	B1, B2, B5, B7	Universal / Targeted; principles 1, 2, 3, 7	Two terms of Bhavna's specialist SaLT provision at £10,000 per term. This includes EYFS classroom development, ECT mentoring, staff CPD, assessment, phase coaching, observation, specialist advice and ongoing review of communication supportive practice. Bhavna's contract runs up until the end of the spring term.	£20,000
A2. Assistant Teacher and teacher implementation coaching	B2, B3, B4, B5	Universal; principles 1, 3, 5	Additional time for training preparation, delivery, observation, guided practice and follow up review. Training follows the Rainbow Room handbook model: Prepare, Observe, Practise, Apply and Review, supporting staff to embed specialist strategies within everyday classroom provision.	£1,200.00
A3. Communication inclusive classroom tools	B1, B2, B3, B6	Universal / Targeted; principles 3, 7	Additional classroom visual frameworks, vocabulary teaching supports and appropriately assessed communication resources, including staff training in use.	£400.00
A4. Early targeted SLCN support and evaluation	B1, B2, B3, B7	Targeted; principles 2, 3, 6	Additional resources and implementation support for targeted speech, language and communication interventions, including small group provision, opportunities for classroom application and individual learning reviews.	£800.00
A5. Inclusion Strategy Development, Implementation and Evaluation	B4, B5, B6, B7	Universal / Targeted; principles 1, 2, 4, 5 and 6	Additional capacity to support inclusion strategy implementation and evaluation, including specialist supported observations, analysis of SEND needs, progress and attainment, pupil and parent consultation, governor engagement, case reviews and ongoing evaluation of inclusive practice across the school.	£1,067.72

Total IMF budget: £23,467.72.

Financial verification and value for children

The Inclusive Mainstream Fund of £23,467.72 supports our commitment to strengthening inclusive practice across The Blue School. This investment has enabled us to commission Bhavna Acharya for two terms, providing specialist speech and language expertise, staff development, classroom support and targeted intervention. Additional funding supports Assistant Teacher training, communication resources and the continued development of our inclusive provision.

The impact of this investment will be evaluated through learning walks, pupil progress, professional observations and feedback from children and families, ensuring that our inclusive approaches continue to support every child to learn, participate and thrive.

13. Intended outcomes, success criteria and milestones

Building on the professional development opportunities, we will strengthen and evaluate inclusive practice across the school. Through learning walks, pupil progress, classroom observations and feedback from children and families, we will celebrate achievements, identify further opportunities for development and evaluate the impact of our approaches on children's learning, communication, independence and participation.

Intended outcome	Success criteria and evidence	When	Lead
O1. A consistent universal communication offer	Use the completed autumn phase learning walks as the initial practice baseline. By December 2026, every class confirms two communication practices and what improved understanding or participation would look like. Compare those practices and children's responses in March and July, reporting how many classes show consistent, purposeful use.	December 2026 / March and July 2027	SENDCo and phase leaders
O2. Training translates into skilled adult practice	All current teaching teams have a documented practice and feedback cycle by March 2027. Assistant Teachers complete their handbook reflection and review the classroom strategy four to six weeks after use; missed sessions are addressed through induction.	March / July 2027	SENDCo, Headteacher and phase leaders
O3. EYFS improvements are sustained and spread	The EYFS team completes a repeat environmental and adult practice review following Bhavna's advice; each phase identifies and applies at least one transferable approach appropriate to pupils' age.	March / July 2027	EYFS lead, Bhavna, SENDCo
O4. Children with targeted communication needs make ambitious progress	Every child beginning targeted SLCN support has an observable baseline and at least one individually ambitious, meaningful goal with a criterion, context, prompt level, planned delivery and review date (normally six to eight teaching weeks). At each review, compare actual change with that criterion, reporting numbers and proportions of goals achieved, progressing as expected, making limited progress or not assessable, and action taken. Review earlier or intensify support where progress stalls.	Every six to eight teaching weeks	Class teachers and therapists
O5. Communication skills generalise to daily learning	Review a selected communication skill using the same method at baseline and follow up in the support setting and at least one ordinary classroom or other familiar context wherever practicable. Record success opportunities, prompting needed, communication method and evidence of increasing participation, not merely completion of sessions.	Each individual review	Class teachers and Assistant Teachers

Intended outcome	Success criteria and evidence	When	Lead
O6. Improved curriculum access and attainment	For each agreed focus pupil or cohort, establish a dated starting position for reading, writing, mathematics or another identified curriculum area. Review matched work, curriculum assessment, contribution and adult support termly. In July, report numbers showing the expected individual learning improvement, exceeding it or making limited progress, with denominators and relevant prior attainment, and revise provision where outcomes remain below ambition.	Termly / July 2027	Class and subject leaders
O7. Children feel heard and belong	Obtain accessible pupil voice at baseline and repeat with a matched sample in the summer, using speech, symbol, signs or observation as appropriate. Record the number of children consulted, who reports improved ability to seek help or feel included, and the actions taken in response to every identified concern.	Autumn, spring, summer	SENDCo and pastoral team
O8. Family partnership shapes provision	Offer termly conversations to families of children receiving targeted SLCN support. Record offers, participation and survey response totals, and compare whether parents understand goals, know how to raise concerns and see the agreed approach supporting communication at home, when appropriate.	Termly	Teachers and SENDCo
O9. Attendance and wider participation improve where barriers can be addressed	Maintain our inclusive approach to attendance, educational visits, clubs and enrichment, ensuring that all children have opportunities to participate and that individual needs are supported through appropriate adjustments and strong partnerships with families.	Termly	Attendance, SENDCo and phase leads
O10. Leadership acts on evidence	The SENDCo and phase leaders will use existing learning walks, pupil progress information, learning plan reviews and pupil and parent voice to celebrate achievements and identify further opportunities for development. Key findings and progress will be shared with governors through established monitoring arrangements.	December, March, July	SENDCo, Headteacher, link governors

These outcomes are minimum commitments to monitoring and responsiveness, not ceilings for achievement. Staff will set appropriately ambitious individual criteria at the outset of each support block and bring forward next steps when children are ready. Where progress is limited, provision will be actively reviewed and adjusted rather than targets simply being extended.

How we will judge whether children benefit

Leaders will keep three kinds of evidence distinct: delivery (for example, additional therapist hours, resources and completed coaching), improvement in adult practice (for example, the quality of explanations, planned talk or independent use of visuals), and pupil benefit (for example, more accurate understanding, expressive communication, progress in curriculum assessments, access to peer interaction or improved participation). A change in an adult's technique is a valuable intermediate outcome, not a substitute for examining children's learning.

The annual review will use the most comparable evidence available, including baseline and follow up observations, learning plan reviews, attainment and progress measures, and accessible pupil and family feedback. It will specify the period measured, how many pupils were eligible and assessed, and whether the same children were compared. Children joining or leaving the cohort, missing data, medical circumstances and other influences will be explained. Staff will examine children with moderate and severe SLCN separately where the evidence and cohort sizes allow, so that a positive average does not hide children who need a different response.

14. Monitoring, learning walks and evidence of impact

Communication supporting learning walks

Building on the progress evidenced through the Autumn 2026 learning walks, the SENDCo and phase leaders will continue to review and celebrate the development of inclusive practice across all phases. Further learning walks in January, March and July will focus on our core pedagogy, communication supportive environments, adaptive teaching and children's engagement, independence and progress. Observations will draw upon the Communication Supporting Classroom Observation Tool, where age appropriate, alongside classroom observations, pupil voice and evidence of learning. Findings will inform professional dialogue, recognise effective practice and support continued improvement across the school.

Reviewing evidence honestly

The SENDCo and school leaders will triangulate evidence from EduKey learning plans, pupil progress and attainment, learning walks, classroom observations, specialist feedback and pupil and parent voice to evaluate the impact of our inclusion strategy. This ongoing evaluation will celebrate the progress made across the school, inform future priorities and ensure that our inclusive practice continues to strengthen children's learning, communication, independence and sense of belonging. Key findings will be shared with governors through our established school improvement processes.

Case review questions for leaders and governors

- What did the child communicate, understand or participate in at baseline, and what can they do now?
- Which adult practices or environmental adaptations were introduced, and were they actually used?
- What was Bhavna's or another specialist's advice, and how did staff transfer it into ordinary lessons?
- What evidence shows the child has greater curriculum access, participation, agency or independence?
- What do the child and family tell us, and how has their feedback changed our decisions?
- Where progress was limited, what did leaders change and when will they review it?
- Did the improvement reach play, worship, transitions, clubs or attendance as well as the teaching session?

15. Delivery timetable and responsible leadership

Stage	Actions and evidence	Accountable colleagues
Autumn 2026: explore, establish and begin	Completed analysis and consultation; completed whole-school and specialist CPD; identify class communication baselines and two priorities; map additional provision and confirm costed procurement; agree case review sample.	Headteacher, SENDCo, Bhavna, EYFS and phase leaders, school business manager
December 2026: first review	Share implementation evidence from learning walks; audit staff coaching and AT follow through; confirm accessible pupil and family feedback; governor challenge and approve funding statement and expenditure.	SENDCo, Headteacher, link governors
Spring 2027: refine delivery	Repeat coaching and learning walks; review EYFS carry through and ECT practice; evaluate individual SLCN progress, attendance and wider participation; refine activities where impact is limited.	SENDCo, Bhavna and relevant specialists, teachers and phase leaders
March 2027: second formal review	Compare classroom practice and pupil response with baselines; review grant expenditure and delivery; plan transition and extra professional learning.	Headteacher, SENDCo, governors and business manager
Summer 2027: evaluate and sustain	Complete classroom reviews, phase case studies and pupil/family feedback; analyse attainment, progress and wider participation; identify practices to sustain and priorities for 2027 to 2028.	Headteacher, SENDCo, senior and curriculum leaders, governors
July 2027: annual evaluation	Produce a public annual review distinguishing achievements, limitations and changes required. Confirm carry forward and continued eligibility of any remaining financial-year grant.	Governing body and school leaders

Responsibilities

The Headteacher maintains strategic oversight, promotes an inclusive school culture and ensures the strategy is appropriately resourced. The SENDCo leads the implementation of the inclusion strategy, coordinating the graduated approach, specialist partnerships, staff development, monitoring and evaluation. Class teachers retain responsibility for teaching and learning, supported by Assistant Teachers who implement agreed inclusive approaches. Phase and subject leaders strengthen consistency through curriculum planning, professional development and learning walks.

Bhavna Acharya provides specialist speech and language advice, training, assessment and review through her commissioned provision. Hayley Morgan, our attached Educational Psychologist, and other relevant professionals contribute specialist expertise where appropriate. Children and families remain valued partners in shaping and reviewing our inclusive provision.

Link governors provide strategic support and challenge, reviewing the implementation of the strategy, children's progress and the impact of our inclusive approaches. The governing body maintains oversight of the Inclusive Mainstream Fund and its contribution to school improvement.

The Financial Controller, working alongside the Headteacher and SENDCo, is responsible for safeguarding the £23,467.72 Inclusive Mainstream Fund allocation, ensuring that expenditure is appropriately authorised, accurately recorded and directed towards the agreed priorities and activities outlined in this strategy. The Financial Controller will oversee the allocation and use of these funds, ensuring financial accountability and compliance with the Department for Education's funding conditions.

16. Alignment with the DfE seven principles of inclusion

DfE principle	How the school responds	Where the evidence sits
1. Ambitious leadership and governance	Vision-led school improvement, EEF core pedagogy, clear accountability, link governor consultation and scrutiny, funded specialist and staff development.	Strategy, monitoring, CPD and governors' records.
2. Evidence-based early support	Need and attainment analysis; support before diagnosis; planned targeted SLCN programmes with baseline, review and specialist advice.	Learning plans, intervention and case study reviews.
3. High quality adaptive teaching and ambitious curriculum	EEF five a day, Bhavna's ten strategies, explicit vocabulary, meaningful AAC, technology and curriculum leader oversight.	Classroom monitoring, planning, pupil work and progress data.
4. Accessible enrichment beyond lessons	Adaptations during play, lunch, worship, trips, transitions and enrichment with staff briefings and child views.	Participation records, pupil and family voice.
5. Safe, respectful culture, belonging and attendance	Hope, Dignity, Wisdom, Community; compassionate routines; Hayley's trauma and attendance training; early coordinated support.	Pupil voice, attendance plans and pastoral monitoring.
6. Strong partnership with families and services	Parent survey and link governor consultation completed; family review dialogue and on-site SaLT, EP and other partner expertise.	Consultation records, family feedback, therapist reports.
7. Accessible environments and improvement	EYFS environmental work with Bhavna, communication supportive classrooms, learning walks and repeated feedback and refinement.	Environmental audit and follow up classroom observations.

17. Review of the previous academic year and sustainability

This is The Blue School's first published Inclusion Strategy under the Inclusive Mainstream Fund. Our review of inclusive practice since 2025 demonstrates significant progress in developing communication supportive environments, adaptive teaching, specialist provision and a shared whole school approach to inclusion. The Autumn 2026 learning walks have confirmed the continued development of our inclusive core pedagogy across all phases, reflecting the commitment and expertise of our staff.

The Inclusive Mainstream Fund has enabled us to commission Bhavna Acharya, our Speech and Language Therapist, for two terms during the 2026 to 2027 academic year. This additional provision strengthens our existing statutory SaLT therapy arrangements with Momenta and enables us to continue developing communication supportive teaching, early identification, targeted interventions and staff expertise. Bhavna's specialist guidance, particularly within EYFS, has contributed to the development of our classroom environments and teaching approaches, which are now embedded within our wider inclusive practice.

Building on these achievements, we will continue to strengthen consistency through professional development, shared planning, ECT support, phase leadership and specialist collaboration. Our focus remains on sustaining high quality inclusive teaching, celebrating children's progress and ensuring that every child has meaningful opportunities to learn, participate and thrive.

Annual evaluation and publication

The SENDCo and school leaders will continue to triangulate evidence from learning walks, pupil progress and attainment, EduKey learning plans, specialist observations and pupil and parent voice to evaluate the impact of our Inclusion Strategy.

Our annual review in July 2027 will celebrate the progress achieved, evaluate the impact of our investment and identify priorities for continued development. Findings will be shared with governors and inform the annual publication of our Inclusion Strategy.

This strategy should be read alongside our SEND Information Report, SEND Policy, Accessibility Plan, Attendance Policy, Behaviour Policy, Interaction and Communication guidance, and School Development Plan.

Sources and evidence informing the strategy

School evidence: The Blue School, Christian vision and values; Improving Outcomes for Children with SEND staff CPD, October 2026; Bhavna Acharya, Communication Friendly Classrooms staff development; The Blue School, Assistant Teacher Inclusive Classroom Handbook 2026; completed parent survey and pupil voice; school SEN needs, progress and attainment analysis; inclusion link governor discussions; SENDCo learning walks; SIAMS inspection report, May 2026.

Department for Education: Developing an inclusion strategy using the Inclusive Mainstream Fund (updated August 2026); Inclusive Mainstream Fund for schools: conditions of grant 2026 to 2027 (July 2026); Inclusive Mainstream Fund: best practice for schools; SEND Code of Practice (2015, as amended).

Education Endowment Foundation: Special Educational Needs in Mainstream Schools (2020); Five a day to improve SEND outcomes (2022); Guide to Inclusive Teaching (2026); Deployment of Teaching Assistants (2025); Effective Professional Development (2021); A School's Guide to Implementation (2024); Metacognition and Self-regulated Learning (2025); oral language and vocabulary evidence.

Further evidence and theoretical foundations: Speech and Language UK, Communication Supporting Classroom Observation Tool, communication supportive environments and What Works; Royal College of Speech and Language Therapists, speech and language therapy in education; Sweller (1988), cognitive load; Wood, Bruner and Ross (1976), scaffolding and tutoring; relevant educational psychology and occupational therapy advice.

Appendix A. Communication supporting learning walk framework

The framework below is an internal monitoring aide. Leaders will use it alongside direct observation of pupils' learning, professional discussion and an age appropriate observation tool. An observation is a sample, not a checklist of prescribed teaching techniques.

Focus	Evidence to explore	Child response / follow through
Adult spoken language	Manageable steps, direct vocabulary, deliberate pause and understanding checks.	Can the child identify the next step or explain/show understanding?
Visual and environmental access	Useful timetable, relevant word walls, ordered resources, visual anchors and sensory suitability.	Does the child access the relevant cue and participate?
Vocabulary and interaction	Explicit teaching, recasting, supported rehearsal, meaningful communication opportunity.	Does the child attempt or use vocabulary, a gesture, symbol or AAC to contribute?
Scaffolding and independence	Model, prompt, clue and response appropriate to assessed need; no unnecessary adult takeover.	Does the child make meaningful decisions or sustain effort with appropriate access?
Belonging and regulation	Predictable, respectful interaction; recognition of distress; access to peers and valued activities.	Does the child appear able to engage, request support and rejoin learning?
Follow through	Teacher and AT know the selected strategy and review point; specialist advice is translated into daily practice.	What has changed for the child since the previous observation?

Appendix B. Termly phase case review framework

A brief review should answer the same questions at each review point so that progress can be compared fairly. Individual records are stored securely within school systems, not in the published strategy.

Review element	What the phase team records
Starting point and context	Strengths, assessed barriers, actual classroom and wider school experience, child and family voice.
Intended change	Observable goal with baseline, reasonable timescale and success criteria.
Provision and delivery	Class teaching adaptations, target support, specialist advice, adult responsibilities and actual delivery.
Pupil response	Matched observations, curriculum access and learning evidence, communication method, prompting and independence.
Implementation quality	Whether staff used the agreed approach consistently, and any factors affecting delivery.
Evaluation and next decision	Continue, refine, intensify or seek assessment; name the lead and review date.
Wider inclusion	Attendance, friendships, worship, play, clubs, trips, wellbeing and pupil experience where relevant.

Appendix C. Publication and accountability record

Required item	How this strategy addresses it
Statement of intent, aims and values	Front statement, Christian vision, commitments and three school priorities.
Identified barriers to learning and participation	Section 4, with evidence sources and B1 to B7 barrier codes.
Activities invested in, activity tier and budgeted costs	Section 12, A1 to A5, fully apportioned provisional allocation of £23,467.72.
Intended outcomes and measurable success criteria	Section 13, O1 to O10, including review timing and lead.
Consultation with children, families and stakeholders	Section 2, describing completed parent survey, pupil voice, data review and link governor consultation.
Review of existing practice and previous academic year	Sections 3 and 17, including delivered training and previous provision.
Alignment with seven DfE inclusion principles	Section 16 mapping all principles to actions and evidence.
Monitoring, annual evaluation and governance	Sections 14, 15 and 17 and appendices A and B.
Publication and financial sign off	Approval and activity-level financial verification to be completed before publishing by 31st December 2026.