

Inclusion Strategy 2026–2029



School Name: Giles Junior School

Approved by Governing Board: 30.09.2026

Review Date: 23.07.2027

Strategy Lead: Andrea Chappell

1. Introduction

At Giles Junior School, we are committed to providing an inclusive education where every child feels valued, supported, and able to achieve their potential. We recognise that children learn in different ways and may require different levels of support at different times.

This Inclusion Strategy outlines how we anticipate, identify, and meet the needs of our pupils, ensuring that all children have equitable access to learning, enrichment opportunities, and wider school life.

The strategy aligns with:

- Children and Families Act 2014
- SEND Code of Practice 2015
- Equality Act 2010
- Keeping Children Safe in Education
- Department for Education guidance relating to the Inclusive Mainstream Fund

2. Our Vision for Inclusion

Our vision is that every child:

Feels safe, respected and valued.

Has a strong sense of belonging within our school community.

Accesses a curriculum that enables them to succeed.

Receives support that is responsive to their individual needs.

Is prepared for the next stage of education and life.

Inclusion is the responsibility of every member of staff and is embedded throughout all aspects of school life.

3. The Universal Offer (Ordinarily Available Provision)

Quality First Teaching

Our primary approach to inclusion is through high-quality teaching that is responsive to the needs of all learners. We achieve this through:

High Expectations

High expectations for all pupils.

Adaptive Teaching

Adaptive teaching strategies.

Modelling & Scaffolding

Clear modelling and scaffolding.

Vocabulary Instruction

Explicit vocabulary instruction.

Formative Assessment

Regular formative assessment.

Flexible Grouping

Flexible grouping arrangements.

Support Staff

Effective deployment of support staff.

Accessible Environments

Accessible classroom environments.

Evidence-Informed

Evidence-informed teaching approaches.

Behaviour & Relational Practice

Consistent behaviour and relational practice.

Examples of Our Universal Provision



Teaching & Learning

Scaffolds, Sentence Stems, Low arousal environment, Low stimulation slides with key information, Planned curriculum, builds progressively during KS2.



Communication & Interaction

Visual Timetable, Now and Next Boards, pastoral support through specialised groups such as Friendship support, conflict resolution, self-esteem and confidence.



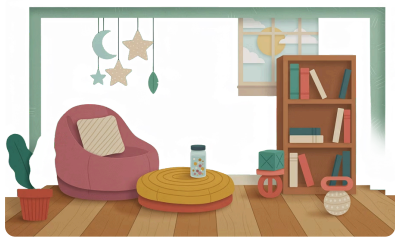
Cognition & Learning

Differentiated teaching, tasks broken into manageable steps, visual prompts and modelling, repetition and overlearning, targeted small-group support, additional processing time and access to appropriate practical resources.



Social, Emotional & Mental Health

Access to personalised Pastoral Support (ELSA Trained staff), Structured PSHE Curriculum adapted to suit current needs of cohort, Regular check ins from a nominated member of staff.



Sensory & Physical Needs

Time out card, Theraband on chair, Movement Breaks, Fiddle toy, Designated safe space, sensory circuits.



Excellence in Leadership

Further together rather than faster alone.

Early Intervention

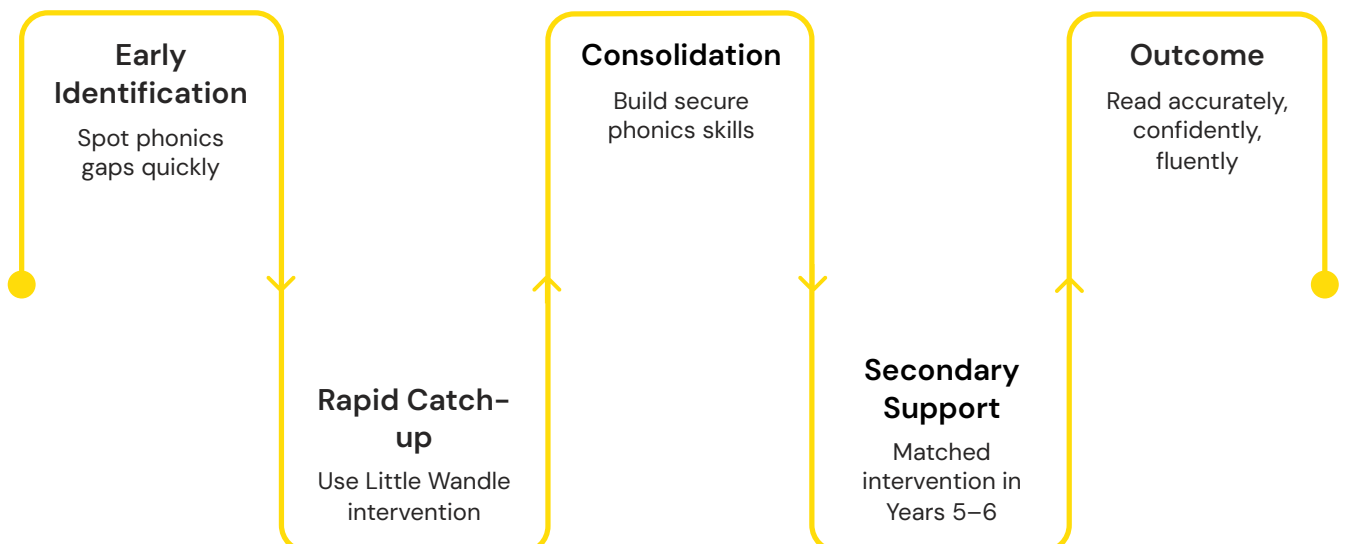
Early identification leads to better outcomes. We identify needs through teacher observations, assessment data, attendance and behaviour monitoring, parent and pupil voice, SEND screening tools, professional referrals, and transition information.

When concerns are identified, we follow a graduated approach:



Interventions are carefully selected, monitored and evaluated to ensure impact.

As part of our early-intervention approach, Little Wandle Rapid Catch-up is used to identify and address gaps in pupils' phonics knowledge, enabling them to consolidate and extend their skills so that they are secure as they transition into Year 4. Pupils requiring continued support in Years 5 and 6 receive a more closely matched intervention, such as Reading Revival, with the aim of ensuring that they develop the necessary skills and leave Key Stage 2 reading accurately, confidently and fluently.



4. Leadership and Governance

Strategic Direction

Inclusion is a central component of our School Improvement Plan and strategic vision.

Senior leaders ensure:

- Inclusion remains a key priority.
- Resources are allocated effectively.
- Staff receive high-quality professional development.
- Policies promote equity and accessibility.
- Vulnerable groups are monitored closely.

The SENCO works alongside leaders to:

- Monitor pupil outcomes.
- Coordinate support.
- Develop staff expertise.
- Engage with external agencies.
- Ensure statutory responsibilities are met.

Monitoring Impact

The Governing Board monitors the effectiveness of this strategy through:

- SEND reports.
- Attendance and exclusion data.
- Progress and attainment information.
- Pupil voice.
- Parent feedback.
- Safeguarding information.
- Annual review of inclusion priorities.

Governors evaluate:

- The effectiveness of provision.
- Outcomes for vulnerable learners.
- Resource deployment.
- Compliance with statutory duties.

An annual review of this strategy will be undertaken and published.

5. Provision and Environment

Accessible Facilities

We are committed to continually improving accessibility across our school site.

This includes:

- Accessible entrances and pathways.
- Appropriate toilet and hygiene facilities.
- Reasonable adjustments for individual pupils.
- Adapted learning spaces where required.
- Sensory considerations within classrooms.
- Accessible information and communication methods.

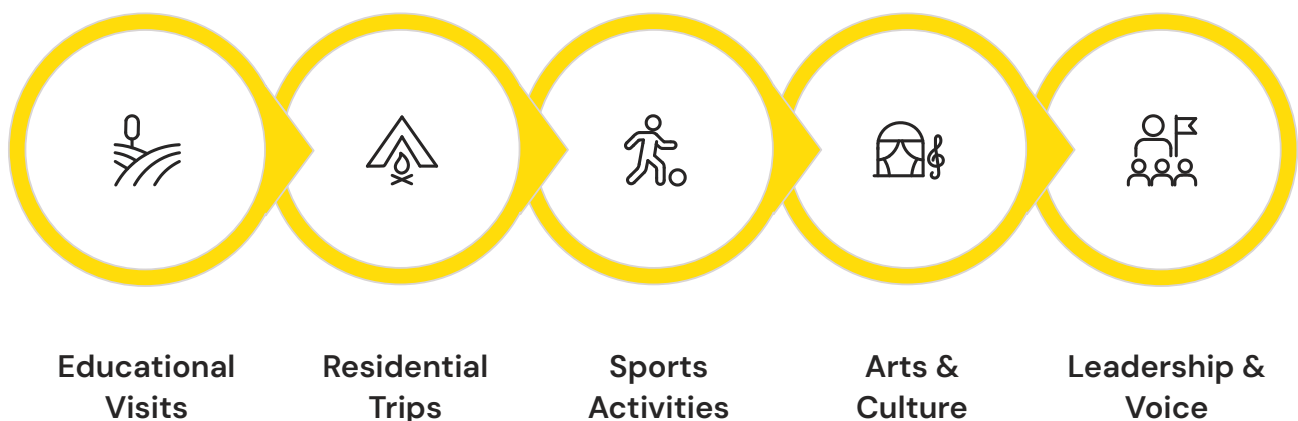
Our Accessibility Plan identifies ongoing improvements and is reviewed regularly.

Enrichment and Wider Opportunities

We believe inclusion extends beyond the classroom.

We aim to ensure all pupils can access:

- Educational visits.
- Residential experiences.
- Sports activities.
- Arts and cultural opportunities.
- Leadership opportunities.
- Clubs and extracurricular provision.
- Pupil voice initiatives.



Where barriers exist, reasonable adjustments are considered to maximise participation.

6. Culture and Partnerships

Belonging and Attendance

We are committed to creating a culture where every child feels that they belong.

We promote this through:

- Positive relationships. (Refresher training for Positive Regard September 2026 £400)
- Consistent behaviour expectations.
- Restorative approaches.
- Pupil leadership opportunities.
- Celebrating diversity.
- Safeguarding and wellbeing support.
- Inclusive curriculum content.

Attendance is recognised as a key factor in educational success.

We promote attendance through:

- Early identification of concerns.
- Family support.
- Individual attendance planning where required.
- Multi-agency working.
- Recognition of positive attendance.



Early Identification

Family Support

Individual Plans

Multi-Agency Work

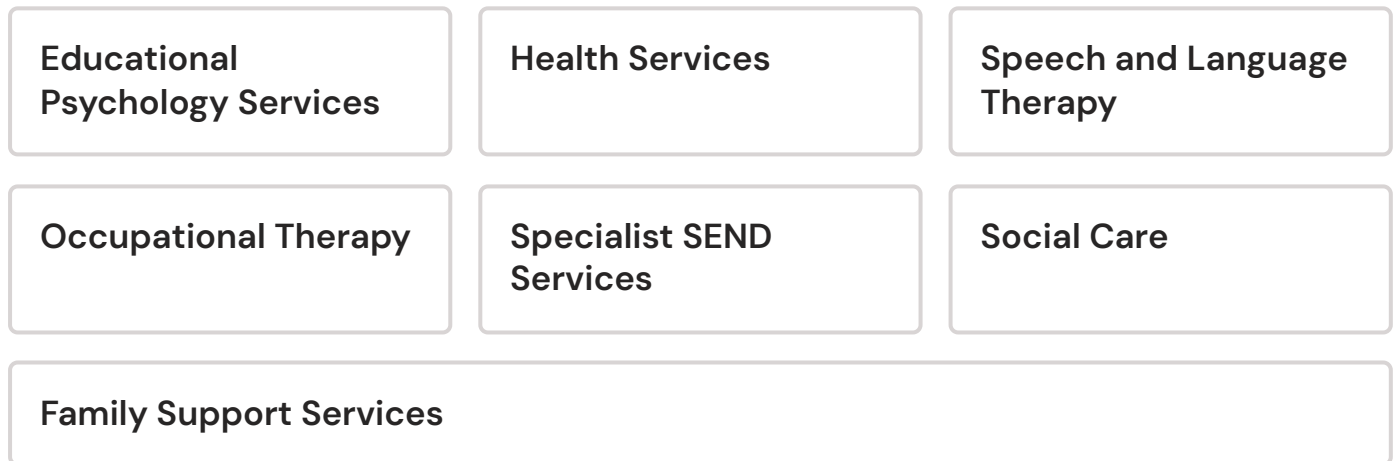
Family Collaboration

Families are essential partners in supporting children to succeed.

We work collaboratively through:

- Regular communication.
- Parent consultations.
- SEND review meetings.
- Co-production of support plans.
- Workshops and information events.
- Early discussion of concerns.
- Transition planning.

We also work closely with external agencies including:



Educational Psychology

Assess learning needs and plans

Speech & Language

Communication assessment and therapy



Health Services

Medical support and therapies

Occupational Therapy

Daily living and sensory support

7. Workforce Development

To ensure effective inclusive practice, staff receive ongoing professional development.

Training priorities may include:



Adaptive Teaching

Meeting every learner where they are. We equip staff with the skills to flex their approach and remove barriers in the moment.



Autism Awareness

Understanding how our pupils experience the world. Staff develop the knowledge to create environments where autistic pupils can thrive.



Speech, Language and Communication Needs

Words matter. We build staff confidence in identifying and supporting pupils who need help to communicate and understand.



SEMH Support

Behaviour is communication. We train staff to recognise, respond to and support children's social, emotional and mental health needs with empathy and skill.



Trauma-Informed Practice

Every child has a story. Our staff are equipped to respond with compassion and consistency to pupils whose experiences affect their learning.



Sensory Processing Needs

Not all needs are visible. Staff learn to identify and adapt for pupils who experience the world differently through their senses.



Attendance and Inclusion

Every day counts. We develop staff understanding of the barriers to attendance and how to support families in overcoming them.



Safeguarding Vulnerable Learners

Inclusion means protection. Staff are trained to recognise vulnerability and act swiftly to keep every child safe.

The impact of training is evaluated through monitoring and pupil outcomes.

8. Measuring Success

The effectiveness of this strategy will be evaluated using:

Evaluation Measures

- Pupil progress and attainment.
- Attendance data.
- Behaviour and exclusion information.
- SEND outcomes.
- Pupil voice.
- Parent feedback.
- Staff confidence and training evaluations.
- External reviews where appropriate.

Success indicators include:

- Improved pupil outcomes.
- Increased participation in school life.
- Strong attendance and engagement.
- Positive stakeholder feedback.
- Reduced barriers to learning.

8. Reduced Class Provision — Beyond the Ordinarily Available Provision offered

The school currently caters for pupils who may not be able to attend a mainstream class for a full week. We have three additional reduced sized classes (Jamaica, Scotland and New Zealand), staffed with qualified teachers, HLTAs and specialised support staff.

Additional Classes

Jamaica	Scotland	New Zealand
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Associated Costs

Staffing (10 staff) £294,960	Cabin Hire £5,000	Heating & Lighting approx. £600/year
Cleaning & Repairs £1,000	Family Support Worker (full time) £43,811	ELSA-Trained Staff (full time) £27,136

The ELSA-trained member of staff offers bespoke support such as Drawing and Talking Therapy. Pupils also access additional sessions run by specialist staff including **Sensory Circuits** and **Brick Therapy** — offered to all pupils who benefit or who may have an EHCP but reside in a mainstream class.