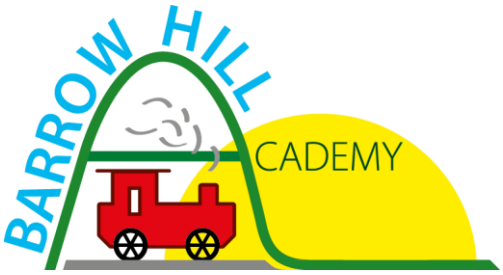
Minerva Learning Trust



Inclusion Strategy

2026-27

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1. Introduction

At Barrow Hill Primary School, inclusion is at the heart of everything we do. As a small school, we know our children and families well and are committed to ensuring that every child feels that they belong, can participate fully in school life and achieve their potential. These principles underpin our approach to inclusion and guide our daily practice.

We serve a community within an area of high deprivation, with over 80% of pupils eligible for Free School Meals. The school also has a higher than national, and increasing, proportion of pupils with Education Health and Care Plans (EHCPs), currently exceeding 10% of the school population. We recognise the significant challenges many of our children face and are committed to removing barriers to learning wherever possible.

Many children enter our Nursery and Reception classes working below age-related expectations, particularly in the areas of speech and language development, communication, personal, social and emotional development. As a result, the Early Years Foundation Stage is the starting point of our inclusion journey, where early identification, targeted support and strong family partnerships lay the foundations for future success.

Our inclusive approach continues throughout the school, with a strong emphasis on high-quality first teaching that is adaptive, responsive and designed to meet the needs of all learners. This is supplemented by carefully planned "Keep Up" and "Catch Up" interventions, tailored to individual needs and linked directly to classroom learning. Through this graduated approach, we strive to ensure that every child makes progress, develops confidence and experiences success.

We believe that every child has the right to flourish within a safe, nurturing and ambitious environment. By working closely with families, external agencies and our wider community, we aim to provide the support, opportunities and experiences necessary for all children to thrive academically, socially and emotionally.

2. Purpose

The purpose of this Inclusion Strategy is to set out how School will deliver inclusive-by-design practice that enables all pupils to access high-quality education and achieve their potential. The strategy outlines how we strengthen our universal offer, identify and respond to need early, remove barriers to learning and participation, and use Inclusive Mainstream Funding effectively. It reflects our commitment to shared responsibility, high expectations and a culture of belonging, ensuring that inclusion is embedded consistently across leadership, teaching, support and pastoral systems.

3. Aims

At Barrow Hill Primary Academy, inclusion is central to our vision, values and everyday practice. We believe that high-quality, inclusive education is the responsibility of all leaders and staff, and that the most effective support is rooted in strong teaching, early identification, evidence-informed

practice and positive relationships.

Our Inclusion Strategy sets out how we will strengthen our universal offer, remove barriers to learning and participation, and work in partnership with families and wider services to ensure that every child achieves their potential.

The principles underpinning this strategy are:

- **Inclusion is everyone's responsibility** and sits at the heart of our leadership, ethos and improvement planning.
- **High expectations for all**: every child and young person receives a high-quality education that enables engagement, achievement and success.
- **Strong universal provision** through high-quality, adaptive teaching and an accessible curriculum that meets most needs.
- **Early identification and timely support**, informed by evidence and reviewed regularly for impact.
- **Removing barriers and making reasonable adjustments** so all pupils can participate and thrive.
- **A safe, respectful culture of belonging**, where behaviour is understood, wellbeing is prioritised and every child has a trusted adult.
- **Partnership with families and services**, valuing collaboration and shared decision-making.
- **Accessible, inclusive environments** that support learning and participation, including enrichment beyond the classroom.
- **A shared language and whole-school approach** to inclusion, celebrating diversity and valuing all members of the community.
- **Ongoing reflection and accountability** to evaluate impact and continuously improve inclusive practice

4. SEND Gold Standard

This Inclusion Strategy works alongside and is closely aligned to the delivery of the Trust SEND Gold Standard. The SEND Gold Standard sets out high expectations for all schools across the Trust and clearly defines what high-quality, whole-school inclusive provision looks like in practice. It provides a shared framework to ensure consistency, equity and ambition for children and young people with SEND or additional needs. Delivery of the SEND Gold Standard is subject to robust quality assurance and ongoing monitoring, ensuring that provision remains effective, responsive and of the highest possible quality. Through this close alignment, the Strategy and SEND Gold Standard together drive continuous improvement and support inclusive outcomes for all learners.

5. Inclusion Mainstream Funding

Our Inclusive Mainstream Funding has been strategically allocated to strengthen our universal offer

and embed inclusive practice across the whole school, in line with the Department for Education's guiding principles for inclusion.

Funding has been directed towards leadership and workforce development, high-quality adaptive teaching, early identification and evidence-based support, improved accessibility and inclusive environments, and the removal of barriers to learning and participation. We have also prioritised investment in a safe, respectful culture of belonging and strong partnerships with families and external services.

Through this approach, we are ensuring that inclusion is delivered proactively, consistently and sustainably, enabling all pupils particularly those with additional needs to achieve and thrive within our mainstream setting.

For the purpose of providing clarity around notional funding, please note:

The 'SEND notional budget' is the amount of funding that the government expects schools to use to support students with SEND, but it is important to understand that this is not extra money given directly to the school or to individual children. Instead, it is part of the school's overall funding, and schools decide how to use it to meet the needs of all students, including those with SEND. This means the funding is not ringfenced for specific children or for SEND alone, and schools may spend it across a range of support, resources, and staffing to help learners achieve. This could include pastoral support, curriculum planning and resources etc. Government guidance (such as the *SEND Code of Practice* and school funding policies from the Department for Education) explains that schools are expected to use their existing resources, including this notional budget, to provide appropriate support before seeking additional funding. In simple terms, the notional SEND budget is a way of showing how much of a school's funding relates to SEND, not a separate or guaranteed pot of money for individual students.

6. Our Inclusion Team

Inclusive practice at **Barrow Hill Primary Academy** is a shared responsibility, led strategically and delivered consistently by all staff. The following roles work together to ensure a coordinated, proactive and inclusive approach to meeting the needs of all pupils.

Headteacher

Strategic lead for whole-school inclusion

- Provides strategic leadership and oversight of inclusion across the school
- Ensures inclusion is embedded in school improvement planning, policies and practice
- Oversees the effective use and impact of Inclusive Mainstream Funding
- Works closely with SENDCo, Assistant Head for Behaviour and Inclusion Centre Lead

Manager to ensure coherent support
- Reports to governors/senior leaders on inclusion, attendance, behaviour and outcomes

Assistant Headteacher –

- Leads inclusive approaches to behaviour, relationships and attendance
- Ensures behaviour systems remove barriers and support pupils with additional needs
- Develops staff practice around trauma-informed and restorative approaches
- Works closely with SENDCo, Progress Leaders, and Student Support Leaders to support pupils at risk of exclusion
- Monitors behaviour data to inform preventative and early-intervention strategies

Designated Safeguarding Lead (DSL)

- Leads the school's safeguarding culture, ensuring all pupils are safe, supported and able to learn
- Ensures safeguarding practice is inclusive and responsive to pupils who are vulnerable or have additional needs
- Works closely with the SENDCo, Behaviour Lead and pastoral teams to identify risk early and coordinate support
- Supports staff to understand safeguarding concerns, including neglect, trauma, mental health and contextual risks
- Uses safeguarding information and data to inform early intervention, inclusion planning and multi-agency working
- Strengthens partnerships with families and external agencies to secure the right support at the right time

SENDCo

Lead professional for SEND and inclusive provision

- Leads the identification, assessment and support of pupils with SEND
- Oversees the graduated approach and ensures high-quality ordinarily available provision
- Coordinates targeted and specialist support where needs cannot be met through the universal offer
- Provides guidance, training and advice to staff on inclusive and adaptive practice
- Works in partnership with families, external professionals and agencies
- Monitors and evaluates the impact of SEND provision and interventions

Teaching Assistants (TAs)

In-class and targeted inclusive support

- Support pupils to access learning within the classroom alongside their peers
- Implement agreed strategies and interventions with fidelity
- Promote independence, confidence and participation

- Provide feedback to teachers and the SEND team on pupil progress and needs
- Support inclusive environments rather than creating dependency

Higher Level Teaching Assistants (HLTAs)

Specialist and intervention support

- Deliver evidence-based interventions and targeted support programmes
- Support adaptive teaching and inclusive practice in classrooms
- Work with teachers to plan and evaluate support strategies
- Model inclusive practice and support the development of other support staff
- Contribute to reviews and assessment of intervention impact

Class Teachers

First point of contact and daily inclusion support

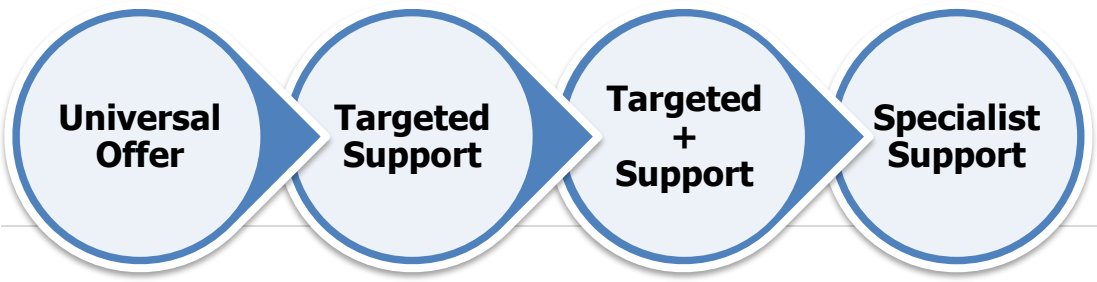
- Build strong relationships and promote a sense of belonging for all pupils
- Monitor daily wellbeing, attendance and engagement
- Identify emerging concerns and communicate effectively with Heads of Year
- Reinforce inclusive routines, expectations and support strategies
- Act as a consistent advocate for pupils within the wider inclusion system

7. Our Graduated Response

Four levels of provision, including our Universal Offer, are designed to support all staff working with our students to have an ongoing, holistic understanding of the individual student and their needs. We recognise that it is important to understand our students, and their learning needs so that we can be put in place timely and targeted support that will enable them to make progress.

We have identified three levels of provision; Targeted, Targeted+ and Specialist to support across the five areas of need from the SEND Code of Practice.

During the academic year students could move up and down our levels of provision based on their emerging needs and successful intervention. We adopt the graduated approach of assess, plan, do and review to determine if there is a need for a student to move up or down one of the provision levels through a whole school, department, and individual subject teaching lens.



Early and accurate identification of students who may require additional intervention is essential to ensure all learners receive the support they need. Use of the **Assess**, **Plan**, **Do**, **Review** (APDR) model ensure implementation of a systematic, evidence-informed process to meet the needs of students who may be at risk of underachievement or who face barriers to learning. This model is central to the SEND Code of Practice (DfE, 2015) and is repeatedly followed in every stage of our graduated response.

8. Our Universal Offer

Inclusion is the responsibility of all staff so that all students feel they belong and can receive appropriate support when they need it. A consistent, school-wide commitment promotes equity and ensures that all staff are accountable for promoting our inclusive values (Booth & Ainscow, 2011).

A strong culture of inclusion requires that intervention is seen as **proactive**, **not punitive**, and that **support is built into quality-first teaching** rather than delivered as a bolt-on. Through the graduated approach, we will ensure timely, personalised, and impactful support that keeps all students on a path to success.

ENSURE RESPONSIVE PLANNING

Teachers adapt planning by anticipating barriers and building in reasonable adjustments so that every learner can access ambitious learning, using assessment information (including SEND profiles, prior attainment and ongoing checks for understanding) to scaffold, extend and adjust pace, resources and support. Seating plans are used purposefully and reviewed regularly to maximise learning—positioning pupils to support attention, access to instruction, sensory needs and positive peer support, while ensuring quick access to targeted adult support where needed.

DELIVER ADAPTIVE TEACHING

Adaptive teaching involves responding to the strengths and needs of all students by making appropriate, timely adjustments to teaching strategies, resources, and support within lessons. Rather than planning different tasks for each learner, teachers use formative assessment to adapt their instruction dynamically, ensuring that all students can access learning and make progress (DfE, 2019; Sherrington, 2021). In practice, adaptive teaching is implemented through our Great Lesson Model, which is designed with our most vulnerable pupils in mind and provides a consistent structure that supports all learners to succeed. Teachers routinely check for understanding, identify misconceptions, and adjust explanations, modelling, questioning, scaffolds and pace in the moment

(for example: breaking content into smaller steps, using guided practice and worked examples, re-teaching key concepts, providing targeted vocabulary support, and offering timely stretch through deeper questions and independent application). Support is planned and deployed without lowering ambition: pupils who need it receive additional prompts, reassurance, and structured resources to participate fully, while teachers gradually remove scaffolds as confidence and competence grow, ensuring that every pupil experiences challenge, achieves success, and makes sustained progress.

PROMOTE HIGH EXPECTATIONS FOR ALL

Research shows that teacher expectations significantly affect student outcomes. Inclusive schools maintain high expectations for every learner, regardless of background or ability (Rosenthal & Jacobson, 1968). Teachers set high expectations by making learning objectives and success criteria explicit, modelling excellence and thinking aloud, and insisting on high-quality completion (e.g., full sentences, accurate subject vocabulary, and well-presented work) with scaffolds that support access without lowering demand. For the most vulnerable learners, staff pre-empt barriers through targeted pre-teaching, structured supports (writing frames, chunked instructions, visual prompts), additional guided practice and frequent checks for understanding, while still expecting participation, effort, and progress from every pupil. High expectations are reinforced through consistent routines, positive relationships and predictable consequences, equitable questioning and wait time, and timely feedback that tells pupils what to improve and how—alongside ambitious targets, regular review of progress, and prompt intervention when pupils are at risk of falling behind.

PROVIDE ONGOING CPD FOR STAFF

Regular professional development focused on inclusive pedagogy, SEND, and equality issues builds staff capacity to support all learners effectively (Guskey, 2002). High-quality CPD is essential to securing consistently strong provision for our most vulnerable pupils because it strengthens subject and pedagogical expertise, builds a shared language and consistent routines, and ensures staff can implement evidence-informed strategies accurately (and at pace) in the classroom. Our CPD is delivered through a blended model including whole-staff training on inclusive practice and the Great Lesson Model, targeted SEND and safeguarding briefings, coaching and deliberate practice (e.g., modelling, rehearsal and feedback), department/phase CPD focused on adaptive teaching in subject contexts, and SENDCo-led 'surgeries' to problem-solve individual barriers and agree reasonable adjustments. Where appropriate, we draw on internal and external expertise (Trust specialists and partner schools, educational psychology and other agencies) and use learning walks, pupil voice and provision reviews to evaluate impact and refine practice over time.

CREATE A STRONG PARTNERSHIP BETWEEN SCHOOL AND FAMILIES

Inclusive schools actively involve students and families in decision-making processes, ensuring that provision is responsive to individual needs and promotes partnership (Florian & Black-Hawkins, 2011). We build strong partnerships by creating regular, two-way communication with families (planned check-ins, early contact when concerns emerge, and clear signposting to support), and by co-producing pupil profiles, support plans and review meetings so that targets, strategies and reasonable adjustments reflect both school evidence and parent/carer insight. We work collaboratively with partner schools and previous settings to share effective strategies, secure smooth transitions and ensure continuity of support, particularly for pupils who are vulnerable. Where additional expertise is needed, we coordinate with key stakeholders—such as the Trust

inclusion team, educational psychology, health services, social care, attendance and safeguarding partners and community services—so that support is joined-up, timely and clearly communicated, with agreed actions and shared accountability for impact.

MONITOR AND ANALYSE DATA INCLUSIVELY

Inclusive practice depends on the careful monitoring and evaluation of data so that we can identify emerging need early, track impact over time, and respond quickly where pupils are at risk of falling behind (Ofsted, 2019). Central to this is the consistent use of our Vulnerability Tracker, STEP tracker and Power BI dashboards, alongside information gathered from SEND tests and assessments, to build a clear picture of attendance, behaviour, wellbeing and progress for individuals and groups. This triangulated evidence is used to refine Quality First Teaching (including adaptive teaching and reasonable adjustments) and to commission, implement and review additional targeted provision so that pupils can access learning and gaps are closed.



9. Identification and Assessment of Need

Robust and clearly understood SEND referral processes are essential to ensuring that pupils with all pupils make progress in their learning, that barriers to learning are identified and concerns are escalated in a timely and efficient manner. All staff remain vigilant to pupils' needs and to follow the graduated response of assess, plan, do and review, ensuring that high-quality, inclusive classroom practice and reasonable adjustments are fully implemented and evaluated. This cycle enables staff to reflect on the effectiveness of support, make informed adaptations and ensure that every possible step has been taken within the classroom to support learning and progress. Where concerns persist despite these measures, the school's SEND referral process should be followed so that specialist expertise can be accessed to further assess, identify need and implement targeted support or intervention. This structured approach ensures timely identification, effective communication and the

appropriate use of additional support, as illustrated in the diagram overleaf.

High-quality SEND assessment then becomes central to identifying pupils' strengths, barriers to learning and the support required to enable them to make sustained progress. The school is committed to a robust, graduated assessment approach that is early, accurate and ongoing, ensuring that needs are identified promptly and reviewed regularly. Assessment draws upon a range of evidence, including teacher observations, pupil voice, parental insight, data, and, where appropriate, specialist testing and advice. This approach ensures that decisions about support and intervention are timely, proportionate and responsive to need. All SEND assessment practices are delivered in line with the Trust SEND Gold Standard, ensuring consistency, high expectations and a shared understanding of what effective, inclusive provision looks like across the school. Through this approach, assessment directly informs planning, classroom practice and targeted support, securing the highest quality provision for pupils with SEND or additional needs.

Area of Need	Assessments
Cognition and Learning	CAT4 Birmingham Toolkit to track small steps New Group Reading New Group Maths New Group Spelling GL Assessments- Maths, Reading and SPAG
Speech, Language and Communication	Carried out by Let's Verbalise
Cognition and Learning- Specific Learning	GL Assessments – Dyslexia Screener GL Assessments- Dyscalculia Screener
Pupil Voice	PASS- Pupils views of school

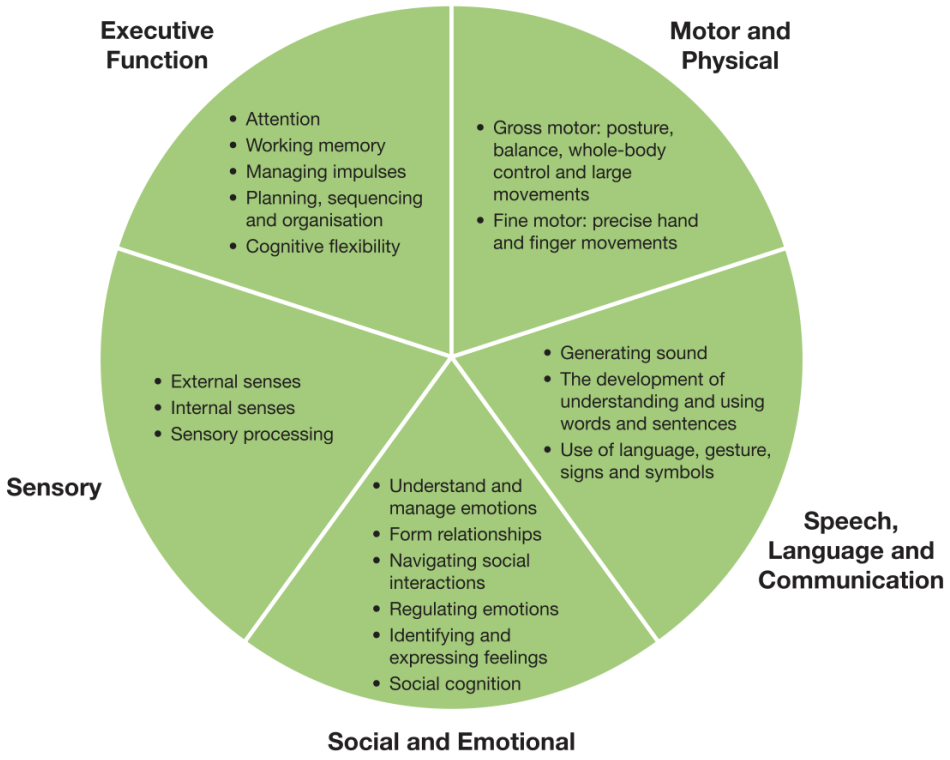
10. Targeted Support and Intervention

Interventions play a crucial role in fostering an inclusive learning environment where all students are supported to thrive academically, socially, and emotionally.

Through a whole school approach to inclusion, the school ensures that every student - regardless of ability, background, or need - has equitable access to high-quality education and meaningful opportunities for success. Targeted interventions, informed by data and student voice, are integrated into a cohesive framework that promotes collaboration among staff, students, and families. This approach not only addresses individual learning and wellbeing needs but also cultivates a culture of acceptance, understanding, and respect throughout the school community. As a result, students are empowered to achieve their potential in a supportive and nurturing environment.

The Trust Vulnerability Tracker will be used as a central tool to systematically track, monitor and identify children who may require additional support, including those with emerging or previously unidentified underlying needs. The tracker will enable schools to capture a range of indicators such as attendance, behaviour, wellbeing, safeguarding concerns and contextual factors, allowing patterns and early warning signs to be identified promptly. This approach supports early intervention, enables timely and proportionate support to be put in place, and ensures that vulnerable pupils are regularly reviewed through a graduated response. The consistent use of the Trust Vulnerability Tracker will also support information sharing, accountability and strategic decision-making across the Trust.

A robust approach to send referral, assessment and testing ensure that all areas of need are considered when diagnosing children's needs:



The table below outlines the suite of tests and assessments used in our schools to effectively identify and diagnose need in a timely manner:

Area of Need	Targeted Group	Targeted +	Specialist
Cognition and Learning	Teacher assessment, formative assessment, phonics assessments, GL Progress Tests in Reading, Maths and SPaG, New Group Reading Test, New Group Maths Test, New Group Spelling Test	Birmingham Toolkit assessments to track small-step progress, CAT4 assessments, targeted intervention assessments and progress monitoring	Educational Psychologist assessment, Specialist Teacher assessments, EHCP assessment advice, referrals to specialist services where appropriate
Specific Learning	Teacher observations, attainment data, reading age, spelling age and classroom assessment	GL Dyslexia Screener, GL Dyscalculia Screener, targeted intervention monitoring, pupil progress reviews	Specialist Dyslexia assessment, Educational Psychologist assessment, specialist teaching service involvement
Speech, Language and Communication	Teacher observations, communication checklists, pupil progress monitoring	Speech and Language assessments carried out through Let's Verbalise, language screening and intervention programmes, communication-based provision reviews	NHS Speech and Language Therapy assessment and specialist recommendations
Social, Emotional and Mental Health	Behaviour records, attendance monitoring, safeguarding information, pupil voice, teacher observations	PASS (Pupil Attitudes to Self and School), nurture observations, Zones of Regulation assessments, targeted SEMH support reviews	Educational Psychologist assessment, CAMHS referrals, Neurodevelopmental Pathway referrals and specialist SEMH support services
Sensory and/or Physical Needs	Teacher observations, physical development monitoring, sensory	Sensory assessments, occupational therapy screening tools and targeted support	Occupational Therapy, Physiotherapy, Community Paediatrician, Hearing

	observations, hearing and vision checks	reviews where appropriate	or Vision Impairment Services

11. Our Provisions

The development of high-quality, impactful internal provision is a central pillar of our Inclusion Strategy. Our provisions are carefully designed in response to the specific and emerging needs of our cohorts and are continually reviewed and refined to ensure they remain responsive, effective and aligned with best practice. Each provision is underpinned by clear entry criteria, defined outcomes and structured support models, ensuring that intervention is purposeful rather than reactive. Recognising the significant financial investment required to sustain this work, the impact of all internal provision is closely tracked, monitored and evaluated over time, enabling informed decision-making, accountability and continuous improvement to secure the best possible outcomes for pupils.

The table below outlines the range of provisions in our school alongside the entry criteria and intended impact:

Provision	Year Group	Entry Criteria	Overview	Intended Impact
Bucket Time - Attention and Listening	EYFS, KS1 and identified KS2 pupils	Identified speech, language and communication needs; difficulties with attention and listening skills	Structured attention-building activities following the Bucket Time approach to develop attention, engagement, turn-taking and listening skills.	Improved attention span, listening skills, engagement in learning and communication development.
NHS and Let's Verbalise Programmes	EYFS, KS1 and KS2	Identified speech, language and communication needs following assessment	Targeted speech and language activities delivered by trained school staff following NHS and Let's Verbalise programmes.	Improved expressive and receptive language, communication skills and confidence.
Specialist NHS Speech and Language Programmes	EYFS, KS1 and KS2	Pupils identified by Speech and Language Therapy Service	Individual or small-group programmes delivered by the Speech and Language Assistant following specialist NHS recommendations.	Accelerated progress against SALT targets and improved communication skills.
Let's Verbalise Specialist Intervention	EYFS, KS1 and KS2	Identified language and communication difficulties	Specialist speech and language intervention delivered by the Let's Verbalise Assistant (Helen).	Improved vocabulary, language processing and

				communication confidence.
Phonics Keep Up Groups	EYFS and KS1	Pupils requiring additional support to keep pace with phonics programme	Short, targeted interventions linked directly to daily phonics teaching.	Pupils remain on track with phonics learning and make expected progress.
Phonics Catch Up Groups	KS1 and KS2	Pupils working below expected phonics standards	Intensive phonics intervention using a systematic synthetic phonics approach to address gaps in knowledge.	Improved phonics knowledge and reading fluency, enabling pupils to access age-related texts.
Phonics Reading Groups	KS1 and KS2	Pupils requiring additional decoding and fluency support	Small-group reading sessions focused on applying phonics skills within reading, including targeted support for KS2 pupils.	Increased reading accuracy, fluency and confidence.
1:1 Phonics Intervention	KS1 and KS2	Pupils with significant phonics gaps requiring personalised support	Individual phonics teaching tailored to identified areas of need.	Accelerated progress in decoding, blending and reading confidence.
Maths Keep Up and Catch Up	KS1 and KS2	Pupils identified through assessment as not meeting age-related expectations	Small-group maths interventions targeting key skills and concepts taught in class.	Improved confidence, fluency and attainment in mathematics.
Class-Based Keep Up and Catch Up	All year groups	Pupils identified through ongoing teacher assessment	Short-term interventions to address misconceptions and support learning linked directly to classroom teaching.	Pupils keep pace with age-related curriculum expectations.
Times Tables Intervention	LKS2	Pupils requiring support with multiplication fluency	Targeted intervention focusing on rapid recall of multiplication and division facts.	Improved multiplication fluency and mathematical confidence.
Zones of Regulation	All year groups	Pupils experiencing difficulties with emotional regulation	Structured programme supporting pupils to recognise and regulate emotions using a shared language and strategies.	Improved self-regulation, emotional wellbeing and readiness to learn.
Nurture Provision (Group Support)	KS1 and KS2	Social, emotional and mental health needs identified through	Small-group nurture provision focusing on emotional literacy, social skills, resilience and relationships.	Improved emotional wellbeing, social skills, attendance

		assessment and monitoring		and engagement in learning.
Individual Behaviour Plans and Personalised Support Programmes	All year groups	Pupils requiring targeted behavioural support	Personalised strategies, targets and support plans developed collaboratively with families and professionals.	Improved behaviour, emotional regulation and access to learning.
Meet and Greets	All year groups	Pupils requiring additional support to transition into school successfully each day	Positive daily check-in with a trusted adult to prepare pupils for the school day and address any concerns.	Improved attendance, punctuality, regulation and readiness to learn.
Sensory Circuits	KS1 and KS2	Pupils with sensory processing, attention or regulation needs	Structured sensory-based activities designed to help pupils regulate and prepare for learning.	Improved concentration, self-regulation and engagement in lessons.

11. Transition Support

Strong and well-planned transition across all key stages is essential in supporting children and young people with SEND or additional needs. Effective transition ensures continuity of support, reduces anxiety and enables pupils to feel safe, understood and ready to learn in their new setting. Key to successful transition is timely and meaningful communication and the sharing of accurate information between settings, staff, families and external professionals. This includes clear transition plans, opportunities to build relationships and connections prior to transition, and the use of extended activities such as additional visits, phased transition, tailored timetables and targeted transition support.

Early identification of needs and proactive planning, including enhanced transition arrangements, early support, and, where appropriate, access to transition programmes or summer schools, helps to ensure that support is in place from the outset. Through consistent, collaborative and child-centred transition processes, the school aims to promote positive outcomes, emotional well-being and inclusion for all pupils as they move between key stages and settings.

We recognise that transition does not only take place when children start school. Throughout their time at Barrow Hill Primary Academy, pupils experience a range of transitions between classes, key stages and educational settings. We work closely with families, partner schools and external agencies to ensure these transitions are carefully planned and supported. In particular, we have strong links with local secondary schools and work collaboratively to provide comprehensive

information-sharing, transition meetings, visits and induction opportunities. This ensures that pupils, particularly those with SEND or additional needs, are well prepared for the next stage of their education and are able to move forward with confidence, understanding and a sense of belonging.

Transition Activities at Barrow Hill Primary Academy include:

- Home visits for Nursery and Foundation Stage children, enabling staff to build positive relationships with children and families before starting school.
- Close collaboration with parents and carers to plan a personalised transition programme that meets each child's individual needs.
- Transition visits and stay-and-play sessions for children joining Nursery and Reception to help them become familiar with their new environment, routines and staff.
- Opportunities for children to meet their new teacher, teaching assistants and key members of staff before moving classes or starting school.
- Information-sharing meetings with nurseries, previous schools and external agencies to ensure children's needs, strengths and interests are understood from the outset.
- Enhanced transition arrangements for pupils with SEND or additional needs, including additional visits, phased starts, personalised transition plans and tailored support where appropriate.
- Opportunities for pupils moving between year groups to spend time in their new classroom and become familiar with expectations, routines and learning environments.
- Close liaison with external professionals, including SEND services, educational psychologists and health professionals, to support continuity of provision where required.
- Additional transition support and social stories for pupils who may experience anxiety or require further preparation for change.
- Regular communication with families throughout transition to ensure concerns are addressed and children feel confident and ready for the next stage of their education.
- Comprehensive information-sharing between staff when pupils move between key stages to ensure academic, pastoral and SEND information is transferred effectively.
- Strong partnerships with local secondary schools to support pupils moving into Key Stage 3 through transition meetings, information-sharing, visits, induction events and familiarisation activities.
- Opportunities for Year 6 pupils to attend secondary school transition days, summer schools and enhanced transition programmes where appropriate.
- Collaborative planning with secondary colleagues to ensure pupils with SEND or additional vulnerabilities receive appropriate support and enhanced transition arrangements before transfer.
- Preparation activities within school that help children understand and positively engage with upcoming changes, promoting confidence, resilience and independence.

12. Quality Assurance Activity

High-quality, quality assurance is central to the effective delivery and ongoing impact of this Inclusion Strategy. Robust QA processes ensure that inclusive practice is implemented consistently, that teaching and learning meets the needs of all learners, and that additional provisions and

interventions are purposeful, timely and effective. Quality assurance related to inclusion is fully integrated into the school's wider QA framework and aligned with Trust-wide quality assurance processes, ensuring coherence, consistency and shared expectations. This includes a strong focus on the monitoring of Teaching and Learning through learning walks, reviews of adaptive practice, scrutiny of reasonable adjustments and the evaluation of how staff deploy support within lessons. In addition, the quality, impact and value for money of targeted provisions and interventions are systematically monitored through data analysis, provision reviews, pupil voice and case studies, enabling leaders to evaluate effectiveness, refine practice and ensure that provision is improving outcomes for pupils with SEND and additional needs.

Quality Assurance activities at Barrow Hill Primary Academy are completed by SLT at a school wide level. These activities include but are not limited to:

- Every Lesson Visits completed by SLT
- Focussed work reviews
- Formal lesson observations
- Learning walks/drop ins with a specific focus
- Student voice
- Staff voice
- Case sampling activities focused on specific cohorts of students

Coaching and developmental support is available on an ongoing basis for staff and is reviewed based on individual and school wide emerging need.

13. Monitoring and Evaluating Impact

The delivery and impact of this Inclusion Strategy will be robustly monitored and evaluated through a clear framework of accountability involving school leaders, local governors and the Trust's central school improvement team.

School leaders will routinely review implementation through self-evaluation, analysis of attendance, behaviour, wellbeing and progress data, provision mapping, pupil and parent voice, and quality assurance activities such as learning walks, provision reviews and case studies.

Local governors will provide challenge and support through regular reporting, scrutiny of impact against agreed success criteria and evaluation of how resources, including inclusion and SEND funding, are improving outcomes for pupils.

The central school improvement team will validate and support this work through strategic oversight, cross-school benchmarking, targeted reviews and alignment with the Trust SEND Gold Standard.

Findings from monitoring and evaluation will directly inform improvement planning, professional development and provision refinement, ensuring the strategy remains responsive, effective and focused on securing positive outcomes for all learners.