Balksbury Federation Inclusion strategy

Our Vision

At Balksbury Federation, we believe that education is a powerful gift and is ours to give. We are committed to delivering inspirational teaching that develops well rounded and responsible individuals who aspire to achieve their full potential. Throughout the federation, we respect and value each child. Providing a safe, secure and welcoming learning environment, we will ensure that children gain a wealth of educational experiences as they move on their journey from Year R to Year 6.

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded by our core school budget (including the notional SEN budget) and the inclusive mainstream fund (IMF).

Throughout this strategy, we refer to the Department for Education's (DfE) 7 principles of inclusion:

1. Ambitious leadership and governance that embeds inclusion
2. Evidence-based support prioritising early intervention
3. High-quality adaptive teaching with curriculum designed for all learners
4. Enriching provision beyond the classroom that all children can access
5. A safe and respectful culture fostering belonging, attendance, and participation in learning
6. Strong partnerships with families and wider services
7. Inclusive environments with continuous improvements to accessibility

Strategy overview

Detail	Date
Academic year/years that our current inclusion strategy covers	2026/27
Date this statement was published	November 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Caroline Whitlock – Executive Headteacher Chantele Adams – Chair of Governors



Learning and Growing Together

Statement of Intent

The Federation is committed to creating a fully inclusive learning community in which every child is valued, supported and enabled to achieve their full potential, regardless of their starting point, additional needs or SEND. Our ultimate objective is to ensure that all children experience ambitious, high-quality education, effective early intervention, strong wellbeing support and equitable access to the full life of the school. Through robust progress monitoring, adaptive teaching, strong partnerships and inclusive environments, we aim to improve outcomes, participation, maintain high attendance, wellbeing and long-term life chances for all children.

How the Inclusion Strategy Works Towards These Objectives

Our Inclusion Strategy provides a structured framework for developing inclusive practice across the federation. Key priorities include embedding a federation-wide inclusion approach, strengthening the identification and assessment of need, developing more effective tracking of progress from individual starting points, implementing Team Around the Child processes, and enhancing the quality of adaptive teaching. The strategy also focuses on building staff expertise through specialist training in areas such as neurodiversity, communication and language, SEMH, relational practice and trauma-informed approaches. In addition, we are investing in distributed leadership through the development of Phase Inclusion Leads and ensuring that inclusion is continually evaluated through stakeholder voice, monitoring activities and evidence-informed improvement planning.

How the Seven Principles of Inclusion are Addressed

1. Ambitious Leadership and Governance
Inclusion is embedded within strategic improvement planning and leadership priorities. Governors and leaders monitor progress through the School Improvement Plan, Self-Evaluation Framework, inclusion reviews and progress monitoring processes to ensure accountability and continuous improvement.

2. Evidence-Based Support and Early Intervention
The strategy prioritises timely identification of need, strengthened assessment systems, improved tracking of small-step progress and collaborative planning through Team Around the Child processes. Intervention pathways are regularly reviewed to ensure support is effective and responsive.

3. High-Quality Adaptive Teaching
A core principle of the strategy is that high-quality teaching remains the primary tool for inclusion. Staff development focuses on increasing consistency in adaptive teaching and building expertise in neurodiversity, communication needs and social, emotional and mental health support.

4. Enriching Provision Beyond the Classroom
The federation seeks to ensure that all children can participate in wider opportunities that support wellbeing, personal development and belonging. This includes the development of therapeutic provision, outdoor learning opportunities and strengthened transition support.

5. Safe and Respectful Culture
Positive relationships underpin the federation ethos. The strategy strengthens relational practice, emotional regulation support and trauma-informed approaches to ensure children feel safe, respected and understood.

6. Strong Partnerships
Partnership working is central to the strategy. The federation actively works with parents, carers and external professionals and continues to strengthen these partnerships through Team Around the Child processes, increased parent voice opportunities and multi-agency collaboration.

7. Inclusive Environments
The strategy promotes environments that remove barriers to participation and learning. This includes environmental audits, sensory-informed and therapeutic spaces, accessibility considerations and the application of Inclusion by Design principles across provision.

Our objectives

Our objectives for meeting the needs of all pupils, including those with additional needs and SEND, are to:

- Anticipate and reduce barriers to learning, participation, wellbeing and achievement for all pupils
- Develop staff expertise and confidence in supporting pupils with a range of needs, including mental health and wellbeing needs and SEND
- Create an inclusive environment where every child feels understood, supported and able to participate fully
- Ensure high-quality teaching and curriculum design meet the needs of all learners from the outset
- Strengthen partnerships with families and external professionals to support pupils effectively

How we'll achieve this

Our strategy works towards our objectives and addresses the DfE's 7 principles of inclusion through:

- Principle 1: Establishing clear leadership responsibility and accountability for inclusion across the school, with defined roles for the executive headteacher, SENCO, inclusion team, class teachers and support staff
- Principle 2: Developing consistent approaches to transition and information sharing, and strengthening collaboration with external professionals and wider networks to support early intervention
- Principle 3: Developing staff expertise through a purposeful professional learning programme covering areas such as autism and Attention Autism, PACE, Zones of Regulation, emotion coaching, communication and language development approaches, relational practice, therapeutic approaches, effective adaptations and reasonable adjustments, and sensory integration and sensory circuits; and ensuring assessment information is used to adapt teaching, identify misconceptions, address gaps, plan appropriate challenge, identify pupils requiring additional support, evaluate interventions and inform curriculum decisions
- Principle 4: Review accessibility to the range of enrichment opportunities across the federation
- Principle 5: Connecting SEND, SEMH, disadvantage, attendance, behaviour, wellbeing and safeguarding within our inclusion strategy
- Principle 6: Developing greater use of pupil and family voice
- Principle 7: Ensuring reasonable adjustments and adaptations are increasingly proactive rather than reactive

Barriers to learning and participation

This includes the key barriers to learning and participation that we've identified for our pupils, which require inclusive universal approaches and targeted support.

Detail of barrier
Mental health and wellbeing
SEND – increased complexity of presenting needs within cohorts across the Federation

Activity in this academic year

We will prioritise these activities in this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

Description of activity	Barrier(s) to learning	Activity tier	Total budgeted cost
Establish clear leadership responsibility and accountability for inclusion across the school, clarifying the respective roles of executive headteacher, SENCO, inclusion team, class teachers and support staff ○ Phase Inclusion Lead Roles (TLR 2 x 2)	Mental health and wellbeing; SEND	Universal — Principle 1	£7302 – IMF Funding
Develop staff expertise through a purposeful professional learning programme covering autism and Attention Autism, PACE, Zones of Regulation, emotion coaching, communication and ELKLAN, relational practice, therapeutic approaches, effective adaptations and reasonable adjustments, and sensory integration and sensory circuits ○ Staff training and development platform – Creative Education, subscription for all staff	Mental health and wellbeing; SEND	Universal — Principle 1	£595 – IMF Funding
Develop a clear understanding of individual learning journeys, ensuring assessment enables staff to understand starting points, current attainment, progress over time, gaps in knowledge and understanding, barriers to learning, impact of intervention and next steps ○ Boxall Profile Assessment system	Mental health and wellbeing; SEND	Universal and targeted Principle 3	£325 – IMF Funding
Ensure reasonable adjustments and adaptations are increasingly proactive rather than reactive ○ Staff training and development platform – Creative Education,	Mental health and wellbeing; SEND	— Universal and targeted Principle 7	£2500 £1750

subscription for all staff ○ Relational Practice training for Phase Inclusion Leads			
Develop a whole-school approach to supporting mental health and wellbeing, including training staff in evidence-based approaches such as emotion coaching and the Zones of Regulation, and embedding these consistently across the school day ○ Zones of Regulation Curriculum training ○ Relational Practice training for teachers	Mental health and wellbeing	Universal — Principle 5	£700 - IMF £1750 - IMF
Establish structured opportunities for enrichment beyond the classroom that are accessible to all pupils, including those with SEND, such as clubs, trips and wider curriculum experiences designed with inclusion in mind from the outset ○ Forest School Practitioner Training ○ Skills Builder Framework for Primary	Mental health and wellbeing; SEND	Universal — Principle 4	£1225 – IMF £1275 - IMF
Develop greater use of pupil and family voice	Mental health and wellbeing; SEND	Universal — Principle 6	No additional Cost
Strengthen collaboration with external professionals and wider networks, and develop consistent approaches to transition and information sharing	Mental health and wellbeing; SEND	Targeted — Principle 2	No additional Cost

Intended outcomes

This explains the outcomes we want our inclusive approaches to achieve, and how we will measure whether they have been achieved.

Intended outcome	Measurable success criteria	Target date
Staff are increasingly confident and skilled in anticipating and reducing barriers to learning, participation, wellbeing and achievement Creation of Balksbury Inclusion by Design Charter – guide to classroom practice and culture	Staff confidence and expertise in supporting pupils with additional needs has increased to 95% staff can articulate what Inclusion by Design means in their own practice	Summer 2027
Pupils with mental health and wellbeing needs feel understood, supported and able to participate	Pupil voice demonstrates that 95% of pupils feel understood, supported and able to participate	Summer 2027
Pupils with SEND make good progress from their starting points	Progress of pupils with SEND is at least in line with 80% of their peers; individual plans demonstrate clear identification of need, provision and intended outcomes	Summer 2027
Reasonable adjustments and adaptations are increasingly proactive rather than reactive	Inclusion evidence demonstrates that 95% of reasonable adjustments and adaptations are proactive rather than reactive	Summer 2027
Families feel engaged as partners in supporting their children	Parent voice demonstrates that 95% of families feel engaged and informed about their child's provision	

Review of the previous academic year – First Review – Summer 2027