Inclusion Strategy 2026-28

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

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	September 2026 – September 2028
Date this statement was published	1st November 2026
Date on which it will be reviewed	31st October 2027
Statement authorised by	Mrs Ashleigh Sheridan (Head Teacher) Mr Stuart Houghton (Deputy Head Teacher)

Statement of intent

At Ribbon Academy, we believe that inclusion is fundamental to achieving our vision of *"Inspiring every child to thrive through ambitious learning, exceptional care and a culture where everyone belongs and succeeds."* We are committed to ensuring that every child, regardless of background, starting point, circumstance or level of need, feels valued, supported and able to participate fully in all aspects of school life. We recognise that inclusion extends beyond SEND and encompasses attendance, wellbeing, emotional development, communication, achievement, enrichment and belonging. Our aim is to create a school where barriers to learning and participation are identified early, addressed effectively and never limit a child's opportunity to thrive.

The ultimate objective of this Inclusion Strategy is to further strengthen a culture in which inclusion is everyone's responsibility. We aim to ensure that pupils with SEND, disadvantaged pupils, pupils known to social care, and those facing additional barriers receive the support, opportunities and experiences required to achieve strong outcomes

and develop the confidence, resilience and independence needed for future success. Through high-quality adaptive teaching, targeted intervention, nurture provision and strong partnership working, we seek to improve educational outcomes, emotional wellbeing, attendance, participation and readiness to learn for all pupils. Our approach is underpinned by a belief that high-quality teaching should meet the needs of the vast majority of learners, with targeted and specialist support enhancing provision when required.

This strategy outlines how we will utilise our available resources to address the key barriers experienced by our pupils, particularly in relation to communication and interaction, social, emotional and mental health needs, emotional regulation, readiness to learn and access to the curriculum. Funding will support a range of evidence-informed approaches, including our nurture provision, Speech and Language programmes, emotional regulation support through The Cubbie, high-quality staff development and targeted interventions led and quality assured by our Teaching and Learning Lead for Inclusion. Alongside this, we will continue to provide appropriate sensory and accessibility resources to ensure pupils can engage successfully in learning and school life.

Our strategy is rooted in the seven principles of inclusion and reflects our belief that every child should experience a sense of belonging, achieve positive outcomes and access the full life of the school. We are committed to **ambitious leadership and governance that embeds inclusion** within school improvement, decision-making and accountability. We will continue to prioritise **evidence-based support and early intervention**, ensuring pupils' needs are identified promptly and addressed before barriers become entrenched. Through high-quality professional development, coaching and quality assurance, we will strengthen **high-quality adaptive teaching**, ensuring that the curriculum remains accessible and ambitious for all learners. We will continue to provide opportunities for pupils to access **enriching provision beyond the classroom**, while maintaining a safe, respectful and nurturing culture that promotes **belonging, attendance and participation in learning**. Strong partnerships with families, external professionals and wider services will remain central to our approach, alongside ongoing investment in **inclusive environments** that support accessibility and enable pupils to engage successfully in learning and school life.

During the period of this strategy, our work will be particularly focused on five key principles. Firstly, through the strategic work of our Teaching and Learning Lead for Inclusion, we will further strengthen **ambitious leadership** and whole-school accountability for inclusion. Secondly, we will enhance **evidence-based support and early intervention** through our nurture provision, Speech and Language programmes and targeted intervention work. Thirdly, we will continue to improve **high-quality adaptive teaching** through coaching, modelling and professional development, ensuring classroom practice meets the needs of the majority of learners. Fourthly, we will further develop a **culture of belonging, attendance and participation**, with a specific focus on emotional regulation,

readiness to learn and positive engagement through resources such as The Cubbie and our nurture provision. Finally, we will strengthen our **inclusive environments** through the use of sensory resources, reasonable adjustments and personalised support that enables pupils to access learning alongside their peers. Together, these priorities will support our vision of a school where inclusion is proactive, responsive and embedded within everyday practice.

Partnership working has been central to the development of this strategy. The priorities identified reflect evidence gathered through pupil voice, discussions with parents and carers, termly review meetings, Inclusion Team evaluations, school self-evaluation processes, governor scrutiny and collaboration with external professionals and agencies. We recognise that parents and carers know their children best and that successful inclusion depends upon open communication, mutual trust and shared commitment. We will continue to work closely with families, staff, governors and partner organisations to evaluate the impact of this strategy and ensure it remains responsive to the evolving needs of our school community. Through this collaborative approach, we will continue to ensure that every child at Ribbon Academy feels valued, belongs and has the opportunity to flourish academically, socially and emotionally

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support

	Detail of barrier to learning
1	A significant number of pupils experience difficulties with emotional regulation, self-management and engagement in learning. For some pupils, this can result in periods of dysregulation, reduced readiness to learn and increased reliance on adult support.
2	Some pupils with SEND require highly tailored provision and carefully matched interventions. Ensuring consistency and quality across intervention delivery remains a key priority.
3	Some pupils experience social, emotional and developmental barriers which affect their ability to engage successfully within the classroom environment.
4	Difficulties with speech, language and communication present a significant barrier to learning, participation, social interaction and academic progress for some pupils.

	Detail of barrier to learning
5	Some pupils require additional sensory supports and adaptations to sustain attention, regulate sensory input and successfully engage in learning.

Activity in this academic year

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

In this context, 'activity' is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activity may address multiple barriers identified, particularly for improvements to your universal offer.

Description of activity	Activity type	Total budgeted cost
The school will utilise **The Cubbie** platform to support both preventative and reactive approaches to emotional wellbeing and regulation. The platform will provide staff with access to evidence-informed resources, intervention strategies and personalised support materials that can be used across universal, targeted and specialist provision. This will support: • Early identification of emotional wellbeing needs. • Consistent approaches to regulation across school. • Development of pupils' self-regulation skills. • Improved readiness for learning. • Enhanced staff confidence in responding to emotional and behavioural needs. **(Barriers 1, 2 and 3)**	Targeted	**Total Allocation** Installation = £20,000 Annual Fee = £3,000 **IMF Allocation** £3,000 annually

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Description of activity	Activity type	Total budgeted cost
Research Links • **Sensory regulation platform** - The science behind sensory regulation, sensory integration theory and readiness to learn: https://www.cubbie-hub.com/how-cubbie-works/science-behind-cubbie • **Cubbie** - Evidence around early intervention, sensory regulation and inclusion: https://www.cubbie-hub.com/ • **Education Endowment Foundation** - Guide to Inclusive Teaching (early identification, participation and inclusive practice): https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching		
The **Teaching & Learning Lead for Inclusion** will provide strategic and operational leadership for inclusion by: • Modelling exemplary intervention practice. • Supporting support staff and Teaching & Learning Partners to understand and implement recommendations contained within professional reports and EHCPs. • Delivering coaching and CPD focused on SEND and adaptive practice. • Quality assuring intervention delivery and provision. • Supporting assessment and progress reviews for pupils receiving targeted support. • Working alongside staff to ensure interventions are evidence-informed and responsive to pupil need. **(Barriers 1, 2, 3, 4 and 5)** **Research Links**	Universal	**Total Allocation** £12,680 **IMF Allocation** £5,072 annually

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Description of activity	Activity type	Total budgeted cost
• **Education Endowment Foundation** - Guide to Inclusive Teaching (whole-school inclusion, adaptive teaching and implementation): https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching • **Education Endowment Foundation** - Special Educational Needs in Mainstream Schools Guidance Report (high-quality teaching, staff expertise and graduated response): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send		
The school will deliver two targeted **nurture groups**: • Key Stage 1 Nurture Programme (Years 1-2) • Lower Key Stage 2 Nurture Programme (Years 3-4) These programmes will provide: • Structured support for emotional literacy. • Development of social and communication skills. • Relationship-based intervention. • Opportunities to develop resilience and self-regulation. • Support for successful reintegration into classroom learning. Provision will be delivered by trained support staff and overseen through ongoing assessment and review. **(Barriers 1, 3 and 4)** **Research Links** • **NurtureUK** - Research and evidence for nurturing approaches and nurture groups: https://www.nurtureuk.org/research-evidence/	Targeted	**Total Allocation** £23, 436 **IMF Allocation** Total nurture staffing allocation: approximately £11,718

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Description of activity	Activity type	Total budgeted cost
• **NurtureUK** - Research reports and evaluations of nurture provision: https://www.nurtureuk.org/research-evidence/reports/ • **Education Endowment Foundation** - Guide to Inclusive Teaching (belonging, participation and engagement): https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching		
The school will continue to utilise **Speech Link and Language Link** screening and intervention programmes across both infant and junior phases to: • Identify needs early. • Provide targeted intervention. • Monitor progress over time. • Inform classroom adaptations. • Strengthen communication skills across the curriculum. Interventions will be delivered by trained staff and monitored through regular assessment cycles. **(Barriers 2 and 4)** **Research Links** • **The Ultimate Guide to SLCN -** Understanding speech, language and communication needs and their impact on learning: https://speechandlanguage.link/the-link-community/the-ultimate-guide-to-slcn/ • **Speech Link and Language Link** - Standardised assessments, targeted interventions and measured outcomes: https://speechandlanguage.link/resource-type/ultimate-guide/page/2/ • **Education Endowment Foundation** - Inclusive Teaching Guidance (early identification and targeted support):	Targeted	**Total Allocation** £369 annually. **IMF Allocation** £369 annually.

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Description of activity	Activity type	Total budgeted cost
https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching		
The school will maintain a **flexible resource allocation** to purchase sensory and accessibility resources where required, including equipment identified through provision mapping, professional recommendations or review meetings. Resources may include: • Sensory regulation tools. • Concentration aids. • Flexible seating and workstation adaptations. • Individualised support equipment. **(Barriers 1 and 5)** **Research Links** • **The science behind Cubbie** - Sensory integration theory and sensory regulation research: https://www.cubbie-hub.com/how-cubbie-works/science-behind-cubbie • **Education Endowment Foundation** - Guide to Inclusive Teaching (reasonable adjustments, adaptations and accessible environments): https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching • **Special Educational Needs in Mainstream Schools -** Creating positive learning environments and adapting provision for SEND learners: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	Universal	Allocated from annual contingency funding as required.

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Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve **by the end of our inclusion strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils develop improved emotional regulation, wellbeing and readiness to learn.	• At least 80% of pupils accessing regulation support demonstrate improved engagement in learning, as evidenced through teacher assessment, provision reviews and pupil progress meetings. • Behaviour incidents linked to emotional dysregulation reduce compared to 2025-26 baseline data, with a reduction in repeat incidents for pupils receiving targeted support. • The proportion of pupils requiring reactive regulation support decreases throughout the academic year as preventative strategies become embedded and used consistently across school. • Pupil voice activities demonstrate that the majority of pupils accessing support can identify and independently use at least one effective regulation strategy when required. • Staff confidence in supporting emotional regulation improves, evidenced through staff surveys and monitoring activities, with the majority of staff reporting increased confidence in implementing whole-school regulation approaches. • Individual pupils accessing targeted regulation support demonstrate progress against agreed SEMH, regulation or readiness-to-learn targets during review cycles. • Monitoring of The Cubbie usage demonstrates regular staff engagement and the consistent implementation of recommended strategies across targeted pupils.
Pupils accessing nurture provision demonstrate improved	• At least 80% of pupils accessing nurture provision demonstrate measurable improvement between baseline and exit assessments in identified social, emotional and behavioural targets. • Pupils accessing nurture provision demonstrate improved attendance compared to their individual baseline, with persistent absence reducing where attendance has been identified as a concern.

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Intended outcome	Success criteria
engagement, attendance and participation in school life.	• At least 75% of pupils accessing nurture support successfully reintegrate into classroom learning, evidenced by reduced reliance on adult support and increased participation in whole-class activities. • Teacher assessments and review meetings demonstrate improvements in pupils' confidence, resilience and readiness to learn for the majority of pupils accessing nurture provision. • Pupil voice and staff observations indicate improved relationships with peers and trusted adults for at least 80% of pupils participating in nurture groups. • Behaviour records demonstrate a reduction in incidents linked to emotional dysregulation, social conflict or disengagement for pupils accessing nurture provision. • Pupils accessing nurture provision show increased engagement in learning and wider school opportunities, including enrichment activities, educational visits and extra-curricular experiences. • Termly reviews demonstrate progress against individual nurture targets and inform decisions regarding continued support, reintegration or exit from the programme.
Pupils with Speech, Language and Communication Needs make improved progress and are able to access learning more successfully.	• At least 80% of pupils accessing Speech Link and Language Link interventions demonstrate measurable progress between baseline and exit assessments. • Targeted pupils demonstrate improvement in identified expressive and/or receptive language targets, as evidenced through intervention records and assessment data. • Communication strategies identified through Speech Link, Language Link and SEND Support Plans are consistently evident in classroom practice, as demonstrated through termly monitoring and learning walks. • Pupils receiving targeted support show increased participation in classroom discussion, collaborative learning and wider school activities, evidenced through pupil voice, teacher assessment and classroom observations. • 100% of pupils identified through Speech Link and Language Link screening receive an appropriate intervention, classroom adaptation or referral within one term of need being identified.

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Intended outcome	Success criteria
	• All Reception pupils, and any pupils causing concern in subsequent year groups, are screened using Speech Link and/or Language Link, ensuring early identification and intervention. • Staff report increased confidence in supporting speech, language and communication needs through professional development and implementation of agreed communication-friendly strategies.
Staff demonstrate increased expertise and confidence in meeting the needs of pupils with SEND.	• Monitoring, learning walks and provision reviews demonstrate that strategies identified within SEND Support Plans, EHCPs and professional reports are consistently implemented in at least 90% of reviewed cases. • Termly intervention quality assurance identifies that 90% or more of interventions are delivered consistently, monitored effectively and demonstrate evidence of impact against intended outcomes. • All staff participate in relevant SEND CPD and coaching opportunities, with staff surveys demonstrating increased confidence in meeting the needs of pupils with SEND and additional needs compared to baseline measures. • Adaptive teaching strategies are consistently evident across all classrooms, as demonstrated through lesson visits, learning walks and book scrutiny activities. • During monitoring and pupil progress discussions, staff can accurately articulate the strengths, needs, targets and support strategies of the pupils they work with. • All support staff and teachers demonstrate a secure understanding of the recommendations contained within relevant EHCPs, SEND Support Plans and professional reports for pupils they support. • Monitoring demonstrates increasing consistency in the quality of SEND provision across year groups, classes and intervention programmes throughout the academic year. • Staff feedback and quality assurance activities demonstrate increased confidence and competence in adapting learning, implementing interventions and supporting pupil independence.

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Intended outcome	Success criteria
Interventions are delivered consistently and have a positive impact on pupil outcomes.	• 100% of interventions have clearly identified entry data, intended outcomes and exit measures recorded prior to commencement. • At least 80% of pupils accessing targeted interventions make expected or accelerated progress against their identified intervention targets from their starting points. • Termly intervention reviews are completed for all intervention groups and individual programmes, with outcomes informing future provision, staffing and resource deployment decisions. • Quality assurance activities demonstrate that 90% or more of interventions are delivered in accordance with agreed programme expectations and planned provision. • Intervention records, pupil progress meetings and review cycles demonstrate that provision is regularly adapted in response to ongoing assessment, pupil needs and progress. • Intervention impact data evidences positive outcomes in academic, communication, social, emotional or behavioural targets, depending on the purpose of the intervention. • Pupils identified as requiring additional support are allocated to appropriate interventions within one term of need being identified. • Monitoring demonstrates that intervention provision complements, rather than replaces, high-quality classroom teaching and supports pupils to access the wider curriculum successfully. • Senior leaders and the Teaching & Learning Lead for Inclusion can demonstrate a clear link between intervention provision, identified need and pupil outcomes through termly quality assurance and impact reviews.
Pupils requiring reasonable adjustments and sensory support are able to access	• Sensory and accessibility resources are reviewed at least termly, with 100% of identified pupils having access to the reasonable adjustments and support outlined within their SEND Support Plan, EHCP or professional recommendations.

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Intended outcome	Success criteria
learning alongside their peers.	• At least 80% of pupils receiving sensory support or reasonable adjustments demonstrate improved concentration, engagement and participation in learning, as evidenced through teacher assessment, provision reviews and pupil progress meetings. • Learning walks, classroom observations and provision reviews demonstrate that recommended adaptations and reasonable adjustments are consistently implemented across all relevant learning environments. • Pupil voice indicates that the majority of pupils accessing sensory support can identify strategies, resources or adaptations that help them engage successfully in learning and school life. • Individual reviews demonstrate a reduction in identified barriers to participation, with pupils showing increased independence and reduced reliance on adult support where appropriate. • Environmental audits and provision reviews confirm that learning environments remain accessible, responsive and supportive of identified pupil needs. • Staff can clearly articulate the purpose and intended impact of sensory resources and reasonable adjustments used to support pupils in their care. • Where sensory and accessibility needs are identified through provision mapping, professional advice or review meetings, appropriate resources and adjustments are implemented within one term of identification. • Attendance, engagement and participation data demonstrate positive outcomes for pupils receiving personalised sensory and accessibility support.
Inclusive practice continues to strengthen across the school, ensuring pupils with SEND feel valued,	• Pupils with SEND participate fully in educational visits, enrichment opportunities, clubs, leadership opportunities and wider school experiences, with participation rates in line with their peers wherever appropriate. • Attendance for pupils with SEND improves from 2025-26 baseline figures and moves towards the school's attendance target, with reductions in persistent absence among identified cohorts.

Intended outcome	Success criteria
supported and fully included.	• Parent and carer feedback demonstrates high levels of confidence in the school's inclusive provision, with at least 90% of respondents reporting that their child feels valued, supported and included within school. • The majority of pupils with SEND make expected or better progress from their individual starting points across academic, personal, social and emotional outcomes, as evidenced through assessment data, SEND reviews and pupil progress meetings. • Learning walks, provision reviews and quality assurance activities demonstrate that inclusive practice is consistently embedded across all classes and phases of the school. • Pupil voice demonstrates that the majority of pupils with SEND feel safe, supported, respected and included within the school community. • The gap in attendance, engagement and participation between pupils with SEND and their peers continues to narrow throughout the academic year. • Staff consistently implement strategies identified within SEND Support Plans, EHCPs and professional recommendations, ensuring pupils can access learning and school life alongside their peers. • Governors, leaders and inclusion teams can demonstrate through monitoring and evaluation that inclusion remains a central feature of school culture, decision-making and school improvement.

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Review of the previous academic year