DENBIGH COMMUNITY PRIMARY SCHOOL

Inclusion Strategy 2026–27

Imagine - Believe - Achieve

Denbigh Community Primary School is a fully inclusive school that ensures that all pupils achieve their potential personally, socially, emotionally, physically and academically.

This strategy brings together our whole-school approach to inclusion with the 2026–27 Inclusion Strategy requirements, including identified barriers, planned activity, funding and intended outcomes.

Strategy overview

Academic year covered	2026/2027
Date published	November 2026
Review date	November 2027 (and as required)
Statement authorised by	Mark Holt – Head Teacher

Statement of intent

At Denbigh Community Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children whilst also offering high levels of support. The achievements, attitudes and well-being of all our children matter.

At Denbigh Community we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their race, ethnicity, age, gender, physical, sensory, social, spiritual or cultural needs. We are further committed to challenging attitudes about disability in order to develop a culture of awareness, tolerance and inclusion.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We maintain a strategic, whole-school commitment to inclusion, ensuring that all pupils, including those with Special Educational Needs (SEND), those who are disadvantaged, and those identified as vulnerable learners, receive a high-quality education. Leaders maintain a rigorous strategic overview of provision so that policies, practice and resource allocation directly support pupil needs and drive improvement across the school. Governors provide strategic support and challenge to ensure inclusion remains central to school improvement and decision-making.

Our core principles of inclusion are rooted in the belief that every child is unique, valued and capable of success. We remove barriers to learning, make reasonable adjustments and implement needs-led support so that all learners can access the curriculum and wider school life. Through ongoing assessment and close collaboration with families and professionals, we seek to ensure that provision has a clear, positive impact.

The seven principles of inclusion

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

How inclusion is delivered at Denbigh

1. Equity over Equality

- Equality gives everyone the same resources; equity ensures each pupil gets what they need to succeed. This means removing barriers and tailoring the support we provide.
- Use reasonable adjustments, such as visual timetables, sensory breaks and bespoke adjustments provided in IEPs/ EHCPS for pupils with SEND.
- Provide personalised scaffolds for learning tasks while maintaining high expectations.
- Ensure access to enrichment through bespoke support or adapted activities.
- Use assess, plan, do, review so that provision is regularly reviewed against pupil need.
- Identify emerging needs early and provide timely support.

2. Belonging at Denbigh Community Primary

- Recognise attendance as a fundamental condition for inclusion and work with families to support regular attendance.
- Foster positive relationships with pupils, adults and the wider school community.
- Promote representation, diversity and protected characteristics through the curriculum.
- Ensure every voice matters through listening to pupils, families, staff and other stakeholders.
- Promote participation in every aspect of school life so pupils feel safe, respected and valued.
- Ensure robust transitions where effective communication exists between pupils, teachers,external agencies and families including the use of social stories and enhanced transition where appropriate.

3. Quality First Teaching

- Use adaptive teaching so that all pupils access the same ambitious curriculum.
- Plan small-step progression and appropriately adapt teaching to respond to pupils' strengths and needs.
- scaffolds, using formative assessment to adjust challenge and support.
- Embed a graduated approach through assess, plan, do, review.
- Design flexible, engaging and accessible learning experiences that enable pupils to achieve alongside their peers.

4. Evidence-Based Approach

- Set specific, measurable targets for pupils, including those with SEND and those who are disadvantaged.
- Use pupil progress meetings, attainment and progress data, and pupil voice to review the effectiveness of strategies.
- Use recommendations from the Education Endowment Foundation to enhance teaching practice and drive standards.
- Use assessment information to identify pupils requiring additional support at the earliest opportunity and evaluate interventions over time.

5. Ongoing Staff Development

- Provide regular CPD on adaptive teaching, SEND strategies and regulation.
- Use observation, coaching and mentoring to embed Quality First Teaching.
- Link staff training to school priorities, pupil needs and staff development needs.

6. Continuous Evaluation and Stakeholder Voice

- Conduct termly monitoring with stakeholder input through surveys, focus groups and pupil voice.
- Triangulate data, observations and stakeholder voice to validate impact.
- Regularly review interventions and IEPs and adjust provision accordingly.
- Governor monitoring through inclusion reports, SEND Link Governor visits, attendance and disadvantaged pupil data and pupil/ parent voice.

7. Access, Partnerships and Inclusive Environments

- Ensure pupils can participate fully in clubs, educational visits, residential experiences, social times, leadership opportunities and transition arrangements.
- Make reasonable adjustments and provide personalised support where barriers exist.
- Work collaboratively with parents, carers and external agencies to ensure joined-up support.
- Review physical, sensory, communication and emotional barriers across the school environment.

Working with families and the wider school community

Pupils, parents, carers, governors and staff are important partners in developing and evaluating inclusive practice. The school works collaboratively with families and external agencies and uses stakeholder voice alongside school data and professional evidence to inform improvement.

Barriers to learning and participation

Barrier	Detail / Evidence / Trend
1. Increasing complexity of SEND need	An increasing number of pupils require highly personalised provision to meet needs relating to cognition and learning, communication and interaction, SEMH and sensory/physical needs. Despite positive progress, attainment gaps between SEND and non-SEND pupils remain a priority for improvement.
2. Gaps in attainment and achievement for vulnerable learners	SEND pupils and disadvantaged pupils do not consistently achieve outcomes in line with their peers across all year groups. There remains a need to strengthen adaptive teaching, targeted intervention and early identification to improve progress and attainment.
3. Attendance and engagement barriers	Persistent absence and reduced attendance among a small group of vulnerable pupils continue to impact learning, participation and achievement. Improved attendance and engagement remain key priorities.
4. Early language, communication and	A growing number of pupils enter school with delays in communication, language, literacy and early mathematical understanding. There is a

foundational learning needs	need to further strengthen foundational skills from EYFS through to Year 6 to ensure pupils access the wider curriculum successfully.

Activity in this academic year

Description of activity / evidence	Barrier(s)	Activity type	Total budgeted cost
Adaptive teaching, Quality First Teaching, reasonable adjustments informed by formative assessment and the pedagogy from evidence based research.	**1, 2, 4**	Teaching	
Early identification through assessment, observations (all stakeholders), progress meetings and Assess-Plan-Do-Review cycles.	**1, 2, 4**	Teaching	
Targeted interventions and personalised strategies for identified pupils, with regular review of impact discussed in partnership with parents and pupils.	**1, 2, 4**	Targeted Academic Support	
Targeted CPD, observations, peer coaching and mentoring focused on adaptive teaching, SEND strategies.	**1, 2**	Teaching	
Attendance monitoring, implementation of actions from the attendance audit and partnership work with families to improve attendance and engagement.	**3**	Wider Strategies	

SEMH support, regulation opportunities, wellbeing check-ins and inclusive routines and expectations.	**1, 3**	Wider Strategies	
Reasonable adjustments and personalised support to enable participation in enrichment, visits, residentials, leadership opportunities and transition.	**1, 3**	Wider Strategies	
Termly monitoring using attainment data, attendance data, observations, pupil voice, parent/carer feedback and stakeholder input.	**1, 2, 3, 4**	Teaching / Wider Strategies (Monitoring & Evaluation) Wider Strategies	

Intended outcomes

These outcomes reflect the existing Denbigh Community Primary inclusion statement. Measurable success criteria should be agreed using school data and current priorities.

Intended outcome	**Success criteria**
Pupils with SEND, disadvantaged pupils and other vulnerable learners have equity across the curriculum.	Triangulation of pupil voice, work scrutiny and data demonstrates strong progress across the curriculum by vulnerable groups in relation to their peers.
Targeted and personalised strategies enhance progress, engagement and independence for identified pupils.	Progress meetings, assessment information and intervention reviews demonstrate rapid progress
Pupils feel safe, respected, valued and that they belong within classrooms, social times and the wider school community.	Pupil voice, attendance, participation and wider school evidences pupils high level of engagement within school
Needs are identified early and timely support reduces barriers before they significantly affect learning, wellbeing or attendance.	To agree using assessment, referral, APDR and attendance evidence.
Teaching practice is increasingly inclusive through sustained professional development, adaptive teaching and evidence-informed approaches.	To agree using monitoring, coaching, observation and school improvement evidence.
Pupils can participate in enrichment, educational visits, residentials, leadership and	To agree using participation and pupil/family feedback.

transition opportunities, with reasonable adjustments where needed.	

Review of the previous academic year

This is the first year of the strategy in this format. From 2027–28, this section will evaluate progress against intended outcomes and consider engagement, participation, attendance, belonging and attainment, including what worked well and what should be adapted.