

Acres Hill Community Primary School

Inclusion Strategy 2026-2028



Bringing Learning to life!

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).

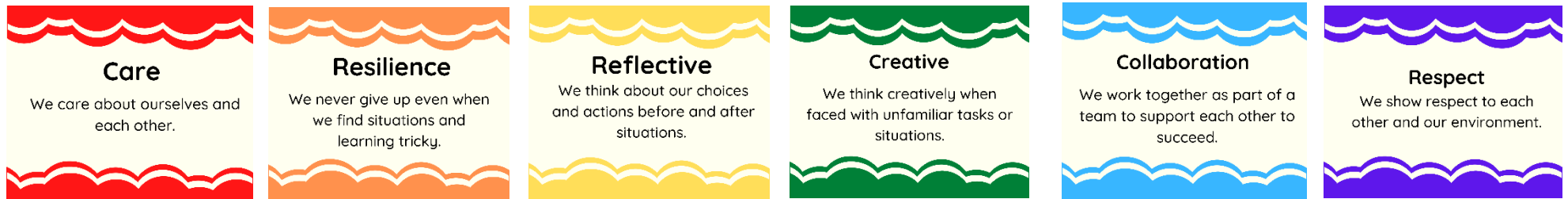
Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-2027 2027-2028 2028-2029
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Statement authorised by	Keeley Christon- Head of School Anne-Marie Bailey- Executive Headteacher

Acres Hill's approach to inclusion:

At Acres Hill Community Primary School, our ambition is for every child to grow socially, academically and personally, preparing them successfully for the next stage of their education and life beyond school. We work in partnership with families to ensure that all children access a high-quality, broad and carefully sequenced curriculum, delivered with rigour, precision, high expectations and targeted support. Our aim is that every child leaves Acres Hill with the knowledge, skills and confidence needed to lead happy, healthy and fulfilling lives, whilst carrying positive and lasting memories of their time with us.

Our approach to inclusion is underpinned by the **Acres Attributes**, which form the foundation of our school culture. These attributes are woven throughout our curriculum, enrichment opportunities and daily interactions with children, families and staff. Through them, we provide continual opportunities for pupils to develop not only their academic knowledge and understanding, but also the interpersonal, character and life skills that enable them to flourish.

By fostering qualities such as resilience, confidence, independence, respect and responsibility, we equip children with the foundations they need to succeed both in school and beyond. Developing these attributes supports pupils' personal growth and wellbeing, enabling them to navigate an increasingly complex world with self-belief, determination and a strong sense of identity. Through this approach, we strive to ensure that **every child feels valued, included and empowered to achieve their full potential.**



Intent

At Acres Hill Community Primary School, inclusion is not simply an ambition; it is the culture that underpins everything we do. We are committed not only to meeting the educational needs of all pupils, but to ensuring that every child thrives. We want our children to develop high aspirations, persevere when challenges arise and show kindness to themselves and others. We recognise that pupils arrive at school with different starting points, experiences and needs, and that some children face barriers which may place them at a disadvantage.

We define disadvantage as any barrier, or combination of barriers, that limits a child's ability to access learning, opportunities and success. While economic deprivation can be a significant factor, disadvantage may also arise from SEND, attendance issues, social and emotional needs, family circumstances, limited cultural capital, trauma or other challenges. We recognise that disadvantage is not defined by a single characteristic and therefore take an inclusive, child-centred approach to identifying and removing barriers to achievement, wellbeing and participation.

Guided by the SEND Code of Practice and the Equality Act, we identify needs early and respond with precision. However, inclusion at Acres Hill extends far beyond statutory duties; it is reflected in our daily practice through adaptive teaching, strong relationships, consistently high expectations and a deep commitment to ensuring every child feels a sense of belonging. Our curriculum is ambitious for all learners. Rather than lowering expectations, we increase support, remove barriers and create opportunities so that every child can succeed.

Our inclusion offer is underpinned by three key aims:

- Developing independence
- Building resilience
- Empowering confidence

We believe these qualities equip children with the skills, attitudes and self-belief needed to navigate increasing responsibility, embrace new challenges and flourish beyond primary school. Rooted in our school values, our inclusion offer is not limited to children with Special Educational Needs and Disabilities (SEND); it is for every child at Acres Hill Community Primary School. We recognise that every child benefits from a culture where they feel valued, supported and able to achieve their potential. Inclusion is **vital for some, but valuable for all**.

"Vital for some, valuable for all" drives all of our approaches to teaching and learning. Through strong relationships, adaptive teaching, targeted support and a culture built upon acceptance, respect and belonging, we strive to ensure that every child can access learning, experience success and reach their full potential. We recognise that while some children require additional provision to overcome barriers to learning, the inclusive practices that support these pupils ultimately benefit all learners.

We are fortunate at Acres Hill to provide two specialist resource bases that offer enhanced support for children with complex needs. The Nest is a specialist provision for EYFS and Key Stage 1 pupils who are pre-verbal or non-verbal, on the EHCP pathway, and require significant support with communication, regulation

and self-care. The Pride is an integrated resource provision for Key Stage 2 pupils whose primary need is Social Communication and Interaction. Pupils access the Pride through Local Authority Placement Panel decisions as part of the EHCP assessment or annual review process.

The Pride has been operational since 2023, whilst The Nest is currently in the early stages of implementation. Both provisions offer a bespoke environment, specialist support and an adapted curriculum that is tailored to meet individual needs whilst promoting independence, communication, emotional regulation and personal development. Through these provisions, we are able to ensure that children with the most complex needs are supported to participate meaningfully in school life and achieve positive outcomes alongside their peers.

Cohort needs analysis (includes barriers to learning and participation)

At Acres Hill Community Primary School, analysis of assessment information, SEND data, attendance patterns and wider contextual factors enables us to identify the most commonly occurring and predictable needs across our cohort.

In Nursery to Year 6 (2025–2026), **78 pupils** are identified on the SEND register, representing 29.2% of the school population. Of these pupils, **21 have an Education, Health and Care Plan (EHCP)**, representing **10.8% of the school population**. Throughout the year, additional pupils may also be undergoing an Education, Health and Care Needs Assessment as needs emerge and are identified.

The number of pupils experiencing barriers to learning across the four areas of SEND need is outlined below:

2025-2026		
Key Area of Need	Number of children	Percentage
Communication and Interaction	53	25.8%
Cognition and Learning	7	3.6%
Social, Emotional and Mental Health	16	8.2%
Sensory and/or Physical Needs	1	0.5%

Communication and Interaction represent the most significant area of need within the school. There is a particularly high prevalence of pupils with Speech, Language and Communication Needs (SLCN), Autism Spectrum Disorder (ASD) and Social, Emotional and Mental Health (SEMH) needs, as outlined below:

2025-2026		
Diagnoses	Number of children	Percentage*
Speech, Language and Communication needs	42	18.8%
Social, Emotional and Mental Health	13	5.8%
Autism Spectrum Disorder	11	4.9%

*Figures show percentage of children with this need across school

The data demonstrates that communication, interaction and emotional wellbeing are the most prevalent barriers to learning experienced by pupils at Acres Hill. It also highlights a significant proportion of pupils with neurodivergent profiles, including Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder (ADHD).

As a result, our inclusive practice is designed to respond proactively to these needs through high-quality adaptive teaching, explicit language development, targeted nurture and therapeutic support, specialist provision and carefully planned intervention programmes. Professional development for staff is informed by these emerging patterns of need, ensuring that expertise continues to develop in the areas that will have the greatest impact on pupil outcomes.

This analysis directly informs our strategic approach to inclusion and enables us to deploy resources effectively, remove barriers to learning and ensure that all pupils can access the curriculum successfully. Through this approach, we remain committed to our core aims of **developing independence, encouraging resilience and empowering confidence**, enabling every child to thrive socially, academically and personally.

Inclusion and Strategy Funding

At Acres Hill Community Primary School, our approach to inclusion is funded through a combination of core school funding, including the notional Special Educational Needs (SEN) budget, alongside additional funding from Sheffield Local Authority. These resources are used collectively to ensure that pupils with additional needs can access and succeed within our ambitious curriculum.

Our notional SEN budget is allocated to support a wide range of inclusive practices, including high-quality teaching, targeted interventions, staffing, two bespoke resource bases, and wider classroom resources designed to meet the needs of our cohort. This includes:

- Deployment of teaching assistants to support access to learning and develop independence within mainstream classrooms
- Two bespoke resource bases supporting 19 pupils with an EHCP, EHCNA, or emerging complex needs
- Delivery of evidence-informed interventions
- Investment in staff training and professional development
- Purchase of resources and adaptive technologies to reduce barriers to learning

Notional SEND Budget Allocation 2026/2027	Inclusive Mainstream Fund	Total funding
£279,565	£13,900	£293,465

Funding is prioritised to ensure that staffing, provision and resources are aligned with the most significant areas of need identified within the cohort. A substantial proportion of funding is allocated to staffing, enabling high-quality support within classrooms and specialist provision for pupils with more complex needs. School funding is based on the Autumn Census 2025/2026. Since this point, pupil numbers have increased and are projected to continue to rise due to the mobility in the local area we serve. As a result, careful and strategic allocation of funding is essential to ensure that provision remains responsive and sustainable as the cohort

evolves. Decisions regarding the allocation of funding are informed by a robust analysis of cohort needs, including assessment data, SEND profiles, attendance patterns and wider contextual information. This ensures that resources are directed towards approaches that are most likely to have a positive impact on pupil outcomes.

The 7 Areas of Inclusion

At Acres Hill Community Primary School, our inclusive approach is aligned with the seven key areas identified within the Inclusive Mainstream Fund. These areas guide our strategic planning, ensuring that provision is coherent, evidence-informed, responsive to the needs of our cohort and supporting our aim of all children accessing our irresistible, ambitious curriculum.

Area of Inclusion	Current Practice	Strategic Development Priorities
Ambitious Leadership and Governance	Inclusion is central to school improvement planning and is led by the SENDCO, assistant SENDCO, senior leadership team and Trust lead. Regular monitoring, including book looks, lesson observations, data analysis and voice from key stakeholders is demonstrating that our inclusive practice is steadily improving. This is likely due to a post-OFSTED action plan implemented in Spring 2025, which focused on adaptive teaching, ordinarily available provision and creating a positive learning environment for all pupils. Our Trust SENDCO and link governor hold school account for the progress for all learners, particularly those who require further support to access the curriculum.	• Embed more regular review cycles linked to cohort needs, identifying key patterns and reviewing provision. (Universal) • Ensure assistant SENDCO is provided with further opportunities to develop their knowledge and expertise using external agency partnerships. (Universal)
Early Intervention and Evidence-based support	Needs are identified early through ongoing assessment. In our Early Years environment, evidence-informed approaches are implemented by all members of staff to ensure that monitoring cycles begin for children demonstrating signs of requiring additional support. This is similar across school, where a graduated response to ensure that children receive the support they need early.	• Strengthen early identification of need for new children who start in school, particularly with our growing cohorts of need. (Universal) • Strengthen support staff knowledge and competence with all key areas of need, particularly speech and language. (Universal) • Develop nurture interventions for emerging SEMH needs. (Targeted)

	Senior Leaders ensure that all interventions provided in school are of high quality and have recorded impact. For example, our Little Wandle Rapid Catch-Up programme in Key Stage Two is providing our lowest 20% of readers with an opportunity to develop reading fluency. The early language intervention, Word Aware in Early years provide further speech and language support for our children who have been identified as needing support in this key area.	
High-quality teaching and Curriculum	Our curriculum is underpinned by carefully selected partnerships, including Learn Sheffield PSHE and RSHE, Little Wandle Letters and Sounds Revised, White Rose Maths, Kapow and SACRE. These curriculum frameworks are ambitious in content and inclusive by design, ensuring that all pupils can access a rich body of knowledge and develop the skills needed for future success. Through high-quality planning, precise assessment and responsive adaptive teaching, teachers are able to remove barriers to learning and provide appropriate scaffolds, support and challenge. This ensures that all pupils, regardless of starting point, need or background, can successfully access the curriculum, make strong progress and achieve their full potential.	• Embed consistency in adaptive teaching across all curriculum areas. (Universal) • Develop executive function approaches in Early Years and Key Stage One to support development of cognition and regulation. (Universal)
Enrichment and wider opportunities	Pupils are provided with a wide range of opportunities beyond the classroom to support their personal development, independence and wellbeing. Educational visits, extra-curricular clubs, visitors and wider curriculum experiences enable children to develop confidence, resilience, social skills and cultural capital. In Year 6, all pupils are offered the opportunity to participate in a two-night residential experience, which promotes	• Increase participation of children with SEND in afterschool clubs, enrichment activities and Residentials. (Targeted) • Provide additional opportunities in school for children in Resource Bases to interact with their chronological year group peers, in inclusive, accessible enrichment. (Targeted)

	independence, teamwork and self-belief in preparation for secondary school. Recognising that some families may face additional barriers in accessing community-based activities, the school also works closely with pupils in The Pride provision and their families to support participation in trips and enrichment experiences. This helps to build parental confidence, increase pupils' access to meaningful experiences beyond school and ensure that all children can benefit from opportunities that broaden horizons, develop life skills and promote greater inclusion within the wider community.	
Culture, belonging and attendance	A strong culture of inclusion promotes respect, belonging and high expectations for all. At Acres Hill, our ambition is to create a place where every child feels they belong, can learn successfully and is supported to grow into a confident, resilient individual. This is achieved through consistently high expectations, positive relationships and inclusive learning environments that enable all pupils to participate fully in school life. Good attendance is fundamental to pupils' achievement, wellbeing and sense of belonging. Attendance is monitored closely by the Senior Leadership Team and Office Manager, with targeted support and intervention provided for families where barriers to attendance have been identified. Acres Hill is currently working in partnership with the DfE RISE Attendance and Behaviour Hub to further strengthen and refine our attendance and inclusion practices. Through this collaboration, we continue to develop proactive approaches that promote positive attendance habits, strengthen	• Develop further strategies to improve attendance for children with SEND and children with disadvantage. (Targeted)

	family engagement and ensure that all pupils, particularly those who are vulnerable or disadvantaged, can access the full benefits of education and school life.	
Partnerships with families and services	As stated further below, our inclusive approach relies heavily on the relationships we build with wider agencies and the families we serve. The school works closely with external agencies to ensure children have expert, evidence-informed support from professionals. The school also works closely with families to ensure they feel their voice is heard and they are aware of the further support they can offer outside of school.	• Increase parental engagements in SEN meetings with class teachers and SENDCO. (Targeted) • Enhance communication opportunities for class teachers with parents and wider agencies (Universal) • Increase staff knowledge of wider agencies to ensure support can be gained more efficiently. (Targeted)
Inclusive environments	Our key identifier for inclusive practice is that inclusion is 'vital for some, valuable for all'. This means our classrooms are designed to support learning, with adaptations made to meet all needs demonstrated in the classroom. Resources and technology are used to reduce barriers to learning. All children at Acres Hill are immersed in a safe, inclusive environment, which supports them to be ambitious, resilient and kind learners.	• Further develop Inclusion suite and Inclusion team members to develop opportunities for children with SEMH to make progress. (Targeted) • Ensure all classrooms across school show consistency in inclusive environments. (Universal)

Implementation

At Acres Hill Community Primary School, inclusion is enacted through a graduated and responsive approach. While we meet our statutory duties under the SEND Code of Practice, our inclusive practice extends to any pupil who may face a barrier to learning. Our definition of disadvantage—pupils who experience circumstances or conditions that may reduce their chances of success beyond their control—underpins our approach to inclusion. We identify barriers to learning, assess need and respond swiftly and purposefully to ensure that independence is developed, resilience is encouraged and confidence is empowered.

For pupils with SEND, we ensure that support is tailored to individual needs and extends beyond ordinary classroom provision where required. We respond to the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs



We use the graduated approach of **Assess, Plan, Do, Review** to identify needs early and provide appropriate, timely and effective support.

In all aspects of teaching and learning, evidence-informed practice guides decision-making. We recognise that high-quality teaching is the first step in responding to need and has the greatest impact on pupil outcomes. Teachers adapt teaching through clear explanations, effective modelling, carefully structured scaffolding and regular opportunities for pupils to reflect on and consolidate their learning. Flexible grouping, purposeful use of resources and, where appropriate, assistive technology are used to support access to the curriculum. These approaches form part of everyday classroom practice and benefit all pupils, whilst being particularly important for those who face disadvantage or additional barriers to learning.

Where further support is required, targeted interventions are carefully planned, evidence-informed and time limited. Interventions are selected on the basis of identified need and are regularly reviewed to evaluate their impact on pupil outcomes. Wherever possible, support is delivered within the classroom environment to promote independence, maximise access to high-quality teaching and maintain pupils' sense of belonging alongside their peers. For pupils requiring additional or specialist support, we work closely with families and a range of external professionals. Through collaborative working, we ensure that provision remains responsive, personalised and focused on helping pupils achieve positive academic, social and personal outcomes.

This graduated and inclusive approach enables us to remove barriers to learning, strengthen participation and ensure that every child is given the opportunity to thrive. Through high expectations, strong relationships and carefully tailored support, we remain committed to our core aims of developing independence, encouraging resilience and empowering confidence for all pupils.

Partnerships

Pupils with SEND have clear, personalised targets that are developed in partnership with families and reviewed regularly. The Sheffield Support Grid is used to support the identification and allocation of provision in a fair, consistent and transparent manner. This framework helps staff identify effective strategies, appropriate provision and targeted support to meet individual needs, whilst providing opportunities for feedback from pupils, families and professionals. Plans and associated provision are monitored regularly by school leaders, the SENDCo team and the Trust SENDCo to ensure that support remains responsive, effective and focused on improving outcomes.

Effective partnership working is central to our inclusive practice. The SENDCo and wider staff team work closely with a range of external agencies to secure specialist advice and support, including:

- CAMHS (Child and Adolescent Mental Health Service)
- Hearing Impairment Team
- Visual Impairment Team
- Speech and Language Therapy
- Paediatric Services
- School Nurse
- Sheffield Children's Hospital
- Educational Psychology
- Fusion SEND Hub
- Autism Inclusion Team
- EHCP/EHCNA support
- Unravel
- MHST (Mental Health Support Teams)
- Pastoral and wellbeing provision

An Educational Psychologist is allocated to support the school and may provide consultation, assessment and recommendations for pupils with complex or persistent needs. Pupils undergoing an Education, Health and Care Needs Assessment (EHCNA) may also be supported by an Educational Psychologist assigned through the local authority process. Educational Psychologists work closely with families and school staff to develop a deeper understanding of a child's strengths and needs, providing recommendations that inform future provision and support.

For pupils experiencing wider barriers to learning, including those from low-income families, pupils with social care involvement or those experiencing challenges relating to attendance, wellbeing or emotional regulation, support is carefully coordinated to ensure a cohesive and joined-up approach. Provision may include

pastoral intervention, family support, attendance support, wellbeing programmes or academic catch-up. Across all areas of provision, our approach remains rooted in our core aims of developing independence, encouraging resilience and empowering confidence, ensuring that support builds long-term capability rather than dependency.

The SENDCo, Sarah Ord, and Assistant SENDCo, Sarah Deakin, work collaboratively with staff, families and external agencies to secure the expertise required to meet pupils' needs effectively. Their work is supported by the Senior Leadership Team and overseen by the Trust SENDCo, ensuring robust monitoring, challenge and quality assurance of provision for pupils with SEND and those facing disadvantage.

Partnerships with parents and carers are fundamental to successful inclusion. Throughout every stage of the graduated approach, families are actively involved in identifying needs, planning support, reviewing progress and contributing to decision-making. We recognise that parents and carers are experts in their children and value their knowledge, insights and aspirations.

Through strong partnerships, early identification, high-quality teaching, evidence-informed intervention and rigorous monitoring, we ensure that pupils receive the right support at the right time. This enables barriers to learning to be reduced, participation in school life to be maximised and every child to develop the independence, resilience and confidence needed to thrive.

Impact

At Acres Hill Community Primary School, the impact of our inclusive approach is evident in pupils' attainment, progress, engagement and preparedness for the next stage of their education. Pupils who have SEND, experience disadvantage or face other barriers to learning are identified early and supported effectively, enabling them to access the same ambitious curriculum as their peers.

Our approach to inclusion is rooted in three core principles: developing independence, encouraging resilience and empowering confidence. Over time, pupils increasingly develop the knowledge, skills and strategies needed to work independently, persevere when learning is challenging and participate fully in all aspects of school life. These attributes not only support academic achievement but also contribute significantly to pupils' personal development and wellbeing.

Impact on pupils	Impact on staff	Impact on families
Pupils with SEND and those who experience disadvantage make progress from their individual starting points. Pupils' attendance is increasingly and becoming broadly in line with comparative counterparts. They engage positively in learning and develop increasing levels of independence, resilience and confidence. They are prepared for the academic, social and emotional demands of secondary education and beyond through quality teaching, pastoral support and partnerships with external agencies.	Staff have a strong understanding of inclusive practice and are confident in adapting teaching to meet the needs of a diverse range of learners. High-quality teaching remains the foundation of support, with additional provision deployed purposefully and evaluated regularly for impact. Staff share collective responsibility for pupils' progress, wellbeing and success.	Families are active partners in their children's education. They are informed, listened to and involved in planning and reviewing support. Strong home-school relationships build trust, improve communication and enable families to contribute meaningfully to decision-making, helping pupils achieve positive outcomes.

How impact is monitored

Leaders evaluate the effectiveness of provision through:

- Analysis of attainment and progress data
- Monitoring attendance, behaviour and engagement
- Review of interventions, provision plans and support programmes
- Pupil, parent and staff voice
- Learning walks, classroom visits and scrutiny of pupils' work
- Ongoing monitoring and evaluation by the SENDCo, Senior Leadership Team and Trust SENDCo

Through this rigorous approach to evaluation, we ensure that provision remains responsive, effective and aligned with the changing needs of our pupils. This enables us to continually refine our practice and ensure that every child is supported to develop the independence, resilience and confidence needed to thrive academically, socially and personally.

Strategic Priorities and Development Plan

Our strategic priorities are directly informed by our cohort needs analysis and aligned with the seven areas of inclusion. These priorities will be reviewed regularly to ensure that provision remains responsive to the evolving needs of our pupils.

Priority Area	Actions	KPI	IMF Linked areas
Strengthen staff understanding of the lived experience of disadvantaged pupils and equip them with strategies to address barriers to learning and engagement.	• Deliver evidence-informed, targeted interventions in phonics and reading across EYFS–KS2, ensuring pupils receive timely support to develop literacy skills and access the wider curriculum successfully. • Strengthen high-quality teaching through professional development and coaching, with a particular focus on disadvantage, executive function, cognitive load, scaffolding, metacognition, responsive teaching and adaptive practice. • Prioritise disadvantaged pupils within monitoring and accountability systems, including pupil progress meetings, learning walks, book scrutiny and professional dialogue, to ensure barriers to learning are identified and addressed early. • Maintain rigorous oversight of provision and intervention, regularly reviewing impact, evaluating outcomes and	• The attainment gap between disadvantaged pupils and their peers diminishes across reading, writing and mathematics. • Attendance and engagement of disadvantaged pupils improve, with persistent absence reducing year-on-year. • Monitoring demonstrates that adaptive teaching strategies and inclusive classroom practices are consistently embedded across the school. • Disadvantaged pupils report increased confidence, resilience and independence and participate fully in the wider life of the school.	Quality of Education Intent: Curriculum and intervention design reflects an ambitious vision for disadvantaged pupils, addressing gaps in literacy, early language, and reading fluency. Implementation: Use of validated phonics/reading programmes, structured interventions, and responsive teaching strategies. Impact: Improved attainment in RWM, phonics, GLD, engagement, and narrowing of disadvantage gaps. Leadership and Management • Leaders demonstrate systematic use of monitoring and evaluation (pupil progress meetings, learning walks, book scrutiny) with disadvantaged pupils prioritised. • Effective use of resources (Pupil Premium funding, CPD, interventions) to remove barriers to learning. • Staff CPD reflects leaders' understanding of disadvantage and builds teaching expertise. Behaviour and Attitudes

	adapting support to ensure resources are deployed effectively and gaps in attainment, attendance and participation are reduced.		- Increased engagement, attendance, and readiness to learn as a result of targeted support and inclusive classroom strategies. Personal Development - Support for disadvantaged pupils' confidence, resilience, reading stamina, and independence as learners.
Strengthen inclusive SEND provision in mainstream classrooms by developing teacher ownership, accountability, and expertise.	- Embed SEND in leadership and monitoring cycles through learning walks, book scrutiny, and lesson observations. - Deliver targeted CPD to increase staff confidence in adaptive teaching and inclusive classroom strategies. - Prioritise SEND pupils in pupil progress meetings and tracking, ensuring timely intervention and accountability. - Review targets termly, ensuring implementation fidelity and measurable progress.	- Adaptive teaching and inclusive classroom strategies are consistently embedded across the school, evidenced through learning walks, lesson visits and book scrutiny. - SEND pupils make expected or better progress towards their personalised targets, SEND outcomes or EHCP outcomes. - All staff demonstrate increased confidence and accountability for SEND provision through CPD, coaching and professional dialogue. - SEND provision is reviewed termly and adjusted where necessary, ensuring pupils receive timely support and barriers to learning are reduced.	Quality of Education Intent: SEND pupils access the same ambitious curriculum, with adaptations, not lowered expectations. Implementation: Adaptive teaching, differentiation, inclusive strategies, and targeted interventions embedded in everyday classroom practice. Impact: Measurable progress against EHCP and SEND targets; improved outcomes in phonics, GLD, and KS2 RWM. Leadership and Management - Robust systems for tracking, reviewing, and holding staff accountable for SEND provision. - SEND embedded in monitoring activities (learning walks, book scrutiny, lesson observations). - Effective deployment of staff and resources to meet SEND needs. Behaviour and Attitudes

			- SEND pupils are supported to engage positively with learning and routines. - Reduced barriers to participation through well-established classroom strategies. Early Years (where applicable) - Strong identification, support, and monitoring of SEND in EYFS leading to outcomes in line with national averages.
Build stronger partnerships with parents of pupils with SEND through clear, regular, and proactive communication.	- Strengthen parent and school partnerships via coffee mornings, workshops and regular feedback channels. - Review EHCP and SEND targets termly, ensuring implementation fidelity and measurable progress. - Ensure parents of children with SEND are informed about the progress of their child's target through termly SEND review meetings. - Provide opportunities for feedback from parents through parent voice.	- Parents of pupils with SEND feel well informed, listened to and actively involved in decisions regarding their child's provision and progress. - SEND targets are reviewed regularly in partnership with families, leading to timely adaptations to provision and demonstrable progress towards individual outcomes. - Participation in SEND review meetings, workshops, coffee mornings and parent engagement opportunities increases over time, strengthening home-school partnerships. - Strong communication and collaborative working between home and school contribute to improved pupil outcomes,	Leadership and Management - Leaders ensure transparent, systematic communication with parents about SEND support and progress. - Use of parental feedback (questionnaires, coffee mornings, parent voice) to inform practice and improve provision. - Clear processes to review and communicate SEND targets termly. Personal Development - Parents and pupils feel listened to, supported, and confident in the school's SEND provision. - Pupils benefit from consistent support between home and school. Quality of Education (Impact) - Improved consistency and effectiveness of SEND provision as a result of strong home-school partnerships.

		engagement, wellbeing and participation in school life.	
Maintain ambitious expectations for every learner by adapting teaching, not lowering outcomes, so that all pupils are supported to achieve success from their individual starting points.	• Ensure high-quality, adaptive practice in classroom teaching. • Ongoing CPD and coaching for staff to confidently use adaptive strategies and scaffold learning. • Regularly monitor and target-set via Pupil Progress meetings to drive progress for SEND pupils. • Evidence-based strategies such as explicit instruction, scaffolding, structured peer interaction, and clear routines will be implemented to develop independence in children's learning outcomes.	• Adaptive teaching is consistently embedded across classrooms, ensuring that all pupils can access an ambitious curriculum without lowering expectations. • Teachers demonstrate growing confidence and expertise in using evidence-informed strategies, including explicit instruction, scaffolding, structured peer interaction and responsive teaching. • SEND pupils make strong progress from their individual starting points and achieve increasingly well against personalised targets and curriculum expectations. • Pupils demonstrate increasing independence, resilience and confidence in their learning, enabling them to engage successfully with challenge and take greater ownership of their progress.	Quality of Education Intent: High ambition for all pupils, including SEND and disadvantaged learners. Implementation: Adaptive teaching, explicit instruction, scaffolding, structured peer interaction, and clear routines embedded in lessons. Impact: SEND pupils make strong progress towards age-related expectations and personalised targets. Leadership and Management • Leaders provide CPD, coaching, and monitoring to ensure adaptive practice is consistent and effective. • Termly Pupil Progress reviews demonstrate accountability and impact at classroom level. Behaviour and Attitudes • Pupils develop independence, confidence, and perseverance due to clear expectations and well-scaffolded learning. Early Years • Strong early adaptive practice supports SEND pupils to achieve GLD outcomes in line with national averages

Measuring impact over time

To ensure that our approach to inclusion leads to sustained improvement, we will review impact against the following milestones.

By the end of this academic year (26/27)	By the end of next academic year (27/28)	Within three years (28/29)
• Pupils who receive additional support make progress from their starting points in reading, writing and mathematics. • Differences in attainment between disadvantaged pupils and their peers begin to narrow in each year group. • Teachers demonstrate confidence in adapting teaching using agreed inclusive strategies. • Families of pupils receiving additional support report that communication with school is clear and helpful.	• An increase of pupils with SEND and those who experience disadvantage make at least expected progress, with increasing numbers making more than expected progress. • Differences in attainment between disadvantaged pupils and their peers continue to diminish across the school. • Pupils receiving additional support show increased independence in lessons and reduced reliance on adult support where appropriate. • Attendance of key groups improves and is closer to the whole-school average. • Most pupils who receive additional support leave Acres Hill as confident, independent learners who are well prepared for secondary school.	• Progress for pupils with SEND and disadvantaged pupils are consistently strong from their starting points across all key stages. • Gaps in attainment between disadvantaged pupils and their peers are significantly reduced and, in some cohorts, closed. • Inclusive practice is embedded in all classrooms and consistently strong across the school. • All pupils leave Acres Hill as confident, independent learners who are well prepared for secondary school.

Governance and Accountability

At Acres Hill Community Primary School, accountability for inclusion is embedded within a strong trust-wide governance structure through the Sheffield South East Trust (SSET). This ensures that inclusive practice is strategically led, rigorously monitored and continuously developed to meet the needs of all pupils.

At trust level, senior leaders, including the Chief Executive Officer (CEO) and Trust SENDCo, provide both support and challenge to school leaders. Through regular review and quality assurance processes, they hold the school to account for the quality and impact of its inclusive provision, ensuring alignment with trust priorities, statutory requirements and evidence-informed practice.

At school level, responsibility for inclusion is shared across the leadership team. The Executive Headteacher, Head of School, Assistant Headteachers and SENDCo work collaboratively to ensure that inclusion is embedded throughout all aspects of school life. The SENDCo leads the strategic development and day-to-day implementation of SEND provision, supported by the Assistant SENDCo. The Teaching and Learning Lead plays a pivotal role in ensuring that high-quality, adaptive teaching enables all pupils to access an ambitious curriculum and achieve success.

The Governing Body provides strategic support and constructive challenge, ensuring that the needs of vulnerable pupils, including those with SEND and those experiencing disadvantage, remain a central strategic priority.

Accountability is maintained through a range of robust monitoring and evaluation processes, including:

- Regular analysis of pupil progress, attainment, attendance and engagement
- Review of SEND provision and intervention impact
- Learning walks, lesson visits and scrutiny of pupils' work
- Pupil, parent and staff voice
- SEND reviews and provision mapping
- Ongoing professional dialogue between school and trust leaders
- Quality assurance and strategic review by the Trust SENDCo

The impact of inclusive practice is evaluated regularly by both school and trust leaders, ensuring that provision remains responsive to changing cohort needs, resources are deployed effectively and barriers to learning are identified and addressed promptly. This collaborative approach ensures that inclusion is not simply a school priority, but a shared responsibility across the Sheffield South East Trust. Through clear lines of accountability, rigorous monitoring and a shared commitment to excellence, we ensure that every child is supported to develop the independence, resilience and confidence needed to thrive academically, socially and personally.

Publication and Review

This Inclusion Strategy is published annually on the Acres Hill Community Primary School website to ensure that it is accessible to parents, carers and the wider school community. It provides a transparent overview of how the school identifies and responds to the needs of its pupils, and how resources are deployed to promote inclusion, remove barriers to learning and improve outcomes for all.

The strategy is reviewed annually, with updates informed by:

- Changes in cohort need, including SEND profiles, attainment, attendance and wellbeing data
- Evaluation of the impact of current provision, interventions and support programmes
- Feedback from pupils, parents, carers, staff and external partners
- Emerging research, national guidance and evidence-informed practice
- Strategic priorities identified through school self-evaluation and improvement planning

In addition to the annual review, key elements of the strategy are monitored throughout the academic year. Senior leaders, SENDCos and Trust leaders regularly evaluate provision to ensure that it remains responsive to pupil needs, delivers positive outcomes and reflects the school's inclusive values.

The strategy is subject to ongoing support, challenge and quality assurance through the Sheffield South East Trust, including the Trust SENDCo and wider school improvement processes. This ensures that inclusion remains a strategic priority and that the effectiveness of provision is evaluated rigorously and consistently.

Through regular review, collaboration and self-evaluation, Acres Hill Community Primary School ensures that its approach to inclusion continues to evolve in response to the changing needs of its pupils and community. By maintaining high expectations, responding proactively to barriers and evaluating the impact of provision rigorously, we remain committed to developing independence, encouraging resilience and empowering confidence. Our aim is that every child feels valued, experiences a strong sense of belonging and is supported to thrive academically, socially and personally.