Inclusion Strategy – Oak Green School

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	2026/2027
Date this statement was published	July 2026 (For review by 31 December 2026 statutory deadline)
Date on which it will be reviewed	December 2027
Statement authorised by	Governing Board

Intent

At Oak Green School, inclusion is never a bolt-on; it is built-in. It is the living culture that underpins everything we do. We are determined not only to meet the educational needs of all pupils, but to empower every child to thrive.

We nurture each child's self-worth through active encouragement, positive relationships, and safe, predictable boundaries and routines. Our goal is to develop brave, confident, independent and responsible individuals who aspire to achieve their personal goals and stand ready for the next stage of their learning and their lives.

Our Inclusion Principles

1. Early Identification & Adaptive Teaching

Guided by the SEND Code of Practice and the Equality Act, we identify needs early and respond with rapid, purposeful intervention. However, true inclusion at Oak Green extends far beyond statutory frameworks. It is embedded in our daily practice through:

• **High Expectations:** Challenging and supporting every learner to achieve their full potential.

• **Adaptive Teaching:** Tailoring classroom environments and strategies to ensure learning is accessible to all.

• **A Deep Commitment to Belonging**: Making sure every child feels secure, valued and wanted.

2. Pupil Voice & Values for Life

Our children always come first. We recognise that every child is unique and deserves the absolute right to speak freely and be heard. We champion this through enriching, high-quality learning experiences and open-ended opportunities. These environments naturally foster lifelong values, including:

• Honesty & Respect

• Friendship & Kindness

• Trust & Fairness

3. Driving Cultural Capital & Curriculum Success

We are committed to expanding every child's cultural capital, ensuring that additional needs or backgrounds are never a barrier to experiencing the richness of the world. This ambition is explicitly driven by our four core curriculum drivers:

• Love of Reading

• The Arts

• Outdoor Learning

• Experiences

Community & Partnership

We deeply respect the rich diversity of backgrounds, religions, cultures and languages that make up our school. True inclusion requires collaboration, which is why we actively foster open communication with our families and the wider community. We are committed to the families we serve, providing a safe learning environment and a warm, welcoming atmosphere that creates a shared sense of belonging.

We believe in each and every one of our pupils. We know that when they learn to believe in themselves, they will unlock their potential, reach their goals and succeed in their future.

Cohort Needs Analysis

At Oak Green School, analysis of assessment information, SEND data, attendance patterns and contextual factors enables us to identify the most commonly occurring and predictable needs within our cohort.

In Nursery to Year 6, 168 of our children are identified on our SEND register. This is equivalent to approximately 24% of our cohort. Similarly, 50 of our children have an Education Health Care Plan, which is the equivalent of 7.1%, with a further 4 at the draft stage. Furthermore, we currently have a

further 9 children currently undergoing an Education Health Care Needs assessment (EHCNA). These 63 pupils represent 37.5% of the SEND register and 9% of the whole school population.

Key Area of Need	Number of Children	Percentage
Communication and Interaction (SLCN and ASC)	132	78.6%
Cognition and Learning	3	1.8%
Social, Emotional and Mental Health	26	15.5%
Sensory and/or Physical Needs	7	4.2%

The analysis demonstrates that three primary predictable and recurring cohort needs and barriers have been identified necessitating inclusive universal approaches and targeted support:

- **Speech, Language, and Communication Needs (SLCN)**: Significant vocabulary gaps in Early Years and Key Stage 1, hindering early literacy.
- **Social, Emotional, and Mental Health (SEMH)**: Increased anxiety impacting classroom engagement and driving persistent absence trends.
- **Cognition and Learning Gaps**: Widening attainment margins in core mathematics and reading following regional demographic shifts.

These patterns inform our whole school approach to inclusive education. High quality teaching, targeted support and carefully planned interventions are designed and used to pro-actively address barriers that our children may face.

Inclusion and Strategy Funding

At Oak Green, our whole school approach to inclusion is funded through a combination of core school funding, including the notional Special Educational Needs (SEN) budget, alongside the newly allocated Inclusive Mainstream Fund (IMF) grant.

Spending details are formalised below.

This strategy is delivered and monitored as follows:

- **Implementation Leads**: The Senior Leadership Team (SLT) are responsible for the implementation of the strategy.
- **Tracking Cycles**: The school's monitoring and evaluation document directs ESLT and other staff of when learning walks, lesson drop-ins, data drops etc take place

- **Governance Checkpoints**: Termly progress reports are shared with the governors in the Equity Committee.

The strategy will be formally and fully reviewed every July to evaluate the interventions against the expenditure.

The 7 Areas of Inclusion

At Oak Green 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 supports our aim of ensuring that all pupils thrive within our school.

Area of Inclusion	**Activity type** (*whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Theme 1: Ambitious Leadership and Governance : Embed inclusive accountabilities firmly within school management systems.	Link senior leadership performance appraisals to SEND cohort progress metrics and include inclusion updates in all governor agendas.	Core School Budget.
Theme 2: Evidence-Based Support Prioritising Early Intervention: Deliver early support directly without requiring a formal statutory diagnosis.	Establish an early identification framework alongside small-group communication interventions (*Neli*) in Reception/KS1.	Inclusive Mainstream Fund (IMF) Allocation — **£8,500**.
Theme 3: High-Quality Adaptive Teaching for All Learners: Build a classroom framework inclusive by design to reduce heavy reliance on teaching assistants.	Provide school-wide professional development on scaffolding, visual dual-coding, and	IMF Allocation & CPD Budget **£12,000**.

	assistive learning technologies.	
Theme 4: Accessible Enriching Provision Beyond the Classroom: Ensure 100% parity of access to extra-curricular clubs, trips, and social activities.	Conduct proactive risk assessments and use funding to subsidise transport and specialist equipment for pupils with complex needs.	IMF Allocation & Pupil Premium **£4,500**.
Theme 5: Safe and Respectful Culture Fostering Belonging: Drastically reduce persistent absence and improve emotional regulation inside the classroom.	Maintain the Oak Green Nurture Groups, Nest clubs and nurture lunch provision for children facing severe emotional barriers.	IMF Allocation & Core Budget **£14,000**.
Theme 6: Strong Partnerships with Families and Wider Services : Co-produce intervention frameworks transparently with parents and carers.	Host termly Parent-Pupil Inclusion Forums and coordinate structured, multidisciplinary team meetings alongside local authority support lines.	Core School Budget.
Theme 7: Inclusive Environments with Continued Accessibility: Maintain and optimize physical and digital infrastructure for sensory and physical diversity.	Audit classrooms' accessibility, set up an inclusion hub with clear entry and exit criteria, shared with parents. To include sensory regulation areas in classrooms, around school and the hub.	Capital Expenditure / IMF Allocation **£6,000**.

Implementation

At Oak Green School, inclusion is implemented through a responsive and graduated approach in line with the SEND Code of Practice. We prioritise interventions backed by the Education Endowment Foundation (EEF) toolkits and DfE best-practice frameworks:

- **Universal Level**: Whole-school deployment of the Universal Design for Learning (UDL) framework to embed high-quality, adaptive teaching.
- **Targeted Level**: Structured, small-group oral language interventions and evidence-informed nurture provisions.
- **Specialist Level**: Targeted allocations for external therapeutic partnerships, including speech-language therapy.

Where further support is required, targeted interventions are carefully planned, evidence-informed and time-limited, reviewed for impact. Wherever possible, support is delivered within the classroom to maintain independence and inclusion.

For our SEND pupils, we ensure that support is provided to meet individual needs which may be categorised within the 4 broad areas of need:

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

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
Speech & Language (SLCN): Early Years communication interventions (Neli)	**85%** of the target cohort meet expected phonics standards by the end of Year 1.
Emotional/Anxiety (SEMH): Nurture groups Nest and Oaks	Reduce persistent absences across vulnerable groups by **10%** over 12 months.
Cognition & Learning: High-quality whole-school adaptive teaching	Narrow the core maths and reading attainment gap between SEND and non-SEND peers by **10%**.

How impact is monitored

Leaders review the effectiveness of provision through:

• Attainment and progress information
• Attendance and engagement

- Review of interventions and provision plans
- Pupil and parent voice
- Monitoring by the SENCO and Senior Leaders

This ensures that support remains effective and responsive to need.

Review of the previous academic year

No review yet as this is the first year.