Inclusion Strategy for Pulford Lower 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	2026-2028
Date this statement was published	November 2026
Date on which it will be reviewed	November 2028
Statement authorised by	Governing Board

Statement of intent

Our Vision and Ethos

Rooted in our distinctive Christian character and the Church of England's vision for education, we believe that every child is uniquely created in the image of God. We are dedicated to ensuring that all pupils experience "Growing God's family through faith, hope and love, dedicated to realising the full potential of each other," this is based on New testament teaching, notably 1 Corinthians 13:13.

Our inclusive community is built upon the foundational values of love, dignity, forgiveness, and reconciliation. We are passionately committed to removing barriers to learning and participation, ensuring that our school is a place of welcome, belonging, and academic and personal flourishing for every child, regardless of their starting point or specific educational needs.

Our attendance is high and we are currently the joint second highest school in Central Bedfordshire for attendance with 97.3% in 2025-2026

Framework and Statutory Alignment

This statement is shaped by, and directly aligns with, national statutory guidance and evidence-based educational frameworks:

- **Department for Education (DfE) Principles:** We embed the DfE's core principles of mainstream inclusion, ensuring ambitious leadership and governance, a high-quality adaptive curriculum designed for all learners, and calm, safe, and supportive environments where every pupil can thrive in line with the DfE Mainstream Guidance.
- **Education Endowment Foundation (EEF) Evidence:** Our practice is underpinned by the EEF's recommendations for Special Educational Needs and Disabilities (SEND) in mainstream schools. We focus relentlessly on high-quality classroom teaching, flexible adaptive planning, the deliberate promotion of self-regulation, and the implementation of structured, evidence-based targeted interventions.
- **Central Bedfordshire's Therapeutic Thinking Approach:** As an attachment-aware and trauma-informed school, we champion Central Bedfordshire Council's Therapeutic Thinking Framework. We reframe behaviour as a form of communication. Our focus is rooted in internal discipline and relationship repair rather than blame or punishment, operating under the principle that "when children feel safe and valued, they can manage how they feel and learn effectively". Our School Improvement Plan (SIP) has behaviour and inclusion at its heart.

Core Pillars of Inclusive Practice

1. High-Quality Adaptive Teaching and Ambitious Leadership

We believe that standard classroom teaching remains the most powerful tool to improve outcomes for all pupils. Following DfE standards and EEF toolkits, our teachers use formative assessment data to adapt lessons dynamically, scaffolding tasks so that pupils with SEND access the same ambitious curriculum as their peers. Our leaders and governors view every decision through an inclusive lens, prioritising early identification and using research-informed resources to support diverse learning styles.

2. Relational Practice and Behaviour as Communication

Using Central Bedfordshire's Therapeutic Thinking approach, our staff are trained to look beyond external actions to understand a child's underlying emotional or developmental needs. We recognise that young children in their lower school years are developing the capacity for emotional regulation. We proactively provide connection, empathy, and co-regulation through trusted, emotionally available adults. Disruption is met with restorative practices, certainty of care, and structural scaffolding rather than severity, focusing on teaching prosocial skills and fostering reconciliation.

3. Early Intervention and Structured Support

In line with both DfE expectations and EEF guidelines, we prioritise early, evidence-based intervention to address needs before they escalate. We use a clear, graduated response to monitor progress, matching pupils with targeted small-group work or highly structured one-to-one interventions where necessary. These interventions are carefully scheduled to ensure children maintain a balanced curriculum and remain fully integrated into wider school life.

4. Co-Regulation, Safe Spaces, and Wellbeing

We actively foster secure attachments and healthy brain development. We are a trauma informed school and work with families and children to support them.

Classrooms are configured as predictable, safe spaces. Nurturing routines, visual safety cues, and quiet spaces for self-regulation are integrated into the daily timetable as necessary, enabling children to navigate stress, build resilience, and maintain an optimal state for learning. We would like to extend this further with an inclusion base.

5. Partnership with Families and Specialists

True inclusion requires a collaborative network. We work closely with parents and carers as key partners in their child's educational journey. Where required, we coordinate with Central Bedfordshire's local authority services, alternative provision specialists, health professionals, and the Diocese to establish a holistic team around the child.

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 barriers to learning
1	For pupils with Special Educational Needs and Disabilities (SEND), we focus on early identification, close collaboration with families, and a graduated approach tailored to individual strengths and needs. We work alongside external professionals to secure the right support and empower all staff to understand and meet the needs of pupils with SEND.
2	We recognise and value the rich contributions of pupils who are learning English as an Additional Language (EAL). Targeted support develops both academic and social language, enabling every child to communicate confidently and achieve their full potential. English grammar and a rich vocabulary are necessary for EAL children to flourish.

Activity in this academic year

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

Description of activity	**Activity type**	**Total budgeted cost**
Our SIP has identified Behaviour Management and Inclusion as a prime target. There is to be a staff led review, leading to recommendations and	Following review, targeted support for pupils will be implemented. These pupils will often also have SEND or	£500 whole staff training

implementations of more effective behaviour management and inclusive practice.	SEMH needs or socio-economic disadvantage.	
To embed ELSA practice	Pupils needing additional 1:1 ELSA support can access trained ELSA on Wednesday afternoon. Further training and supervision of staff.	£2,185
To investigate the possibility of creating an appropriate, multi-use inclusion base at the West side of the Playground during 26-27.	Staff to attend training on setting up an inclusion base. Targeted activity for specific, identified children to be able to access the inclusion base.	Quotes to be obtained, but thought to be approximately £46,704 plus £10,000 for furnishing & equipment.
To embed the HFL Essential writing scheme. The EEF toolkit suggests that mastery approaches and a clear phonics scheme (such as our Unlocking Letters and Sounds) are effective.	Universal activity with targeted support, particularly for EAL learners will enrich both academic and social vocabulary and lead to an improvement in written work.	£500 training

Intended outcomes

Intended outcome	Success criteria
Implementation of more effective behaviour management and inclusive practice.	For all staff to attend further training, for increased understanding of trauma induce and SEND behaviour and a reduction in escalation of emotions in targeted children at playtime
For children to have access to a trained Emotional Literacy Support Assistant (ELSA)	For staff to have dedicated time and space for ELSA interventions and supervision.
For an inclusion base to be established.	Targeted children will have a secure base to access programmes such as ELSA based activities.
For staff to access a range of training opportunities leading to improved classroom practise and targeting of specific children	Rise in writing data demonstrating a higher level of spelling, punctuation and grammar, particularly in more vulnerable groups such as SEND and EAL and PP.