Inclusion Strategy

Approved by:	**Local Governing Body**	**Date: November 2026**
Last reviewed:	**N/A**	
Next review:	**October 2027**	
Policy holders:	**Eleanor Rea**	

We have carefully considered and analysed the impact of this policy on equality and the possible implications for staff or pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

By shading this box green, we, the policy holders, are confirming that we have read the CMAT Equality Policy and the Equality Act 2010.

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Inclusion Strategy – Sudbury Primary 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	November 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Kamini Mistry Headteacher

Statement of intent

Sudbury Primary School is proud to be an inclusive school. The Inclusion Quality Mark Flagship Review report in June 2026 stated:

> *The pupils really matter in the school, and much is done to give all pupils a broad range of experience, whether they be more able or have additional needs.*

Sudbury Primary school is a large four form entry primary school in the London Borough of Brent and is part of the Chrysalis Multi Academy Trust.

At Sudbury Primary school we work hard to support all children and ensure that we can remove barriers to learning and progress over time. Currently, 20% of children are on the SEN Register with 5% of children having an Education Health and Care plan. Moreover 20% of children are in receipt of Pupil Premium Grant.

Rigorous termly assessment ensures we track progress for all children and intervene early to adapt provision to meet needs.

At Sudbury Primary School, inclusion means putting in place adaptations and additional support to meet children's needs. As stated in the Inclusion Quality Mark Flagship Review report (June 2026):

> *Pupils are known as individuals, and time and thought is given to ensuring that needs are met.*

A key strength of Sudbury Primary School is our determination to address barriers that may present for children and our commitment to work with families and the wider community to overcome those barriers. End of Key Stage 2 data shows that children with SEND needs at Sudbury Primary school make better than expected progress and attainment is higher than national figures.

The 7 principles of inclusion are manifest in school:

Principle of Inclusion	Current Practice	Strategic Development Priorities
Ambitious leadership and governance that embeds inclusion	• MAT Inclusion Board that meets regularly comprising leaders from across the Chrysalis Trust • Development of Vulnerability Indicator to track overlapping areas of disadvantage • Assistant SENCO joined in September 2026 to add capacity	**Leadership & Governance** • Strengthen strategic leadership at all levels to ensure consistently high standards, robust self-evaluation and effective accountability leading to sustained school improvement.
Evidence-based support prioritising early intervention	• I Can Talk Boost intervention to develop oracy in EYFS • NELI programme in Reception to develop love of reading and comprehension • Reading Plus in Key stage 2 to promote reading fluency and comprehension	**Curriculum and Teaching** • Refine and implement a highly ambitious, knowledge-rich curriculum that ensures progression, challenge and excellence for all learners.
High-quality adaptive teaching with curriculum designed for all learners	• Relentless focus on developing adaptive teaching strategies as part of school-wide CPD programme • CPD delivered by SIP following learning walks • Brent SEND Advisory teachers providing coaching for subject leaders	**Inclusion** • Strengthen adaptive teaching practices across all classes.
Enriching provision beyond the classroom that all children can access	• Enrichment in terms of school trips to theatres in London's West End which are free to children • School Choir taking part in concerts at Harrow School • Annual trip to Lille in France • Regular participation in borough and London wide sports events	**Personal Development & wellbeing** • Provide a rich, inclusive and aspirational personal development programme that prepares pupils for successful futures and supports positive mental health and wellbeing.
A safe and respectful culture fostering belonging, attendance, and participation in learning	• Place 2 Be provision including 1:1 counselling, drop in Place 2 Talk and parenting support • Dedicated attendance officer working in partnership with Brent School Attendance Service	**Attendance and Behaviour** • Promote exemplary attendance and positive behaviour so that pupils are ready to learn and thrive academically and socially.

	• Sudbury Standards in place to promote independence and personal growth	
Strong partnerships with families and wider services	• Support for parents and carers through Place 2 Be Parenting in Partnership programme • Cygnet autism awareness programme run in conjunction with Brent Parent Partnership	**Personal Development & wellbeing** • Provide a rich, inclusive and aspirational personal development programme that prepares pupils for successful futures and supports positive mental health and wellbeing.
Inclusive environments with continuous improvements to accessibility	• KS1 and KS2 Rainbow Room inclusion base provision for children with more complex special education needs • Adaptations in mainstream classes • Brent Inclusive environment funding used to upgrade Sensory Room and Sensory Garden	**Inclusion** • Ensure all pupils, including disadvantaged pupils, pupils with SEND, EAL learners and vulnerable groups, access an ambitious curriculum and achieve highly positive outcomes.

The priorities for the academic year 2026-2027 are to:

- strengthen adaptive teaching practices across all classes.
- ensure all staff have the training and resources to meet the needs of pupils with SEND, EAL and those from disadvantaged backgrounds.
- strengthen the graduated approach to SEND support through timely identification, appropriate intervention and regular progress reviews.
- promote inclusive classroom practices that foster equity, high expectations and access to the full curriculum for all learners.

The most prevalent are of need across school identified through interrogation of the SEN Register is speech and language and communication. Our curriculum focuses on oracy and initiatives such as Talk for Writing that provide a basis for all children to develop language skills. For children who present with more specific speech and language and communication barriers, staff effectively meet their needs through adaptive pedagogy, high-quality interventions and partnership with families and professionals, ensuring children continue to progress and thrive.

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 *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	Speech and Language and Communication Needs
2	Social Emotional and Mental Health Needs
3	Neurodiversity, including autism and ADHD
4	Adverse childhood experiences including trauma, domestic abuse and substance abuse by key adults and chronic medical conditions
5	Housing difficulties including overcrowding and lack of long-term tenancies
6	Barriers to parental engagement and access to support services
7	Gaps in early language, communication and vocabulary development
8	Limited access to enrichment, cultural experiences and wider opportunities
9	Attendance and persistent absence
10	Emotionally based school avoidance

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 *(noting evidence and barrier numbers addressed)*	**Activity type** (*whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Speech and Language and Communication Needs		
• Support staff to complete ELKLAN training to develop specialism in planning and running speech and language groups for children	Targeted	**Inclusion Mainstream Fund £600 x 3 = £1,800** ELKLAN approved provider to be confirmed. Spring term 2027
• Assistant SENCO recruited to provide support for TAs with resourcing and delivering interventions in particular Speech and Language	Universal	School's staffing budget £60k plus on costs
Social, Emotional and Mental Health Needs		
• Forest School Provision aimed at building confidence as well as communication skills	Targeted	**Inclusion Mainstream Fund** **£15,000** to upgrade environment and provide resources and training for staff
• Emotional Literacy Support Assistant training for staff	Targeted	**Inclusion Mainstream Fund**

		£500 x 3 = £1,500 for training provided by Education Psychology Team in Brent Autumn term 2026
Neurodiversity, including autism and ADHD		
• Cygnet autism awareness programme run in school to build parental knowledge and strengthen the community links	Targeted	School's staffing budget SENCO's time: 7 half days: £193 x 7 = £1,353.00
• Attention Autism trained practitioners to lead sessions in Rainbow Room and Nursery	Targeted	**Inclusion Mainstream Fund** **£150 x 2 = £300** cover for staff member to attend training **£240** cost of training with Brent local authority by trained Attention Autism trainer
Adverse childhood experiences including trauma		
• Place 2 Be deliver Place 2 Talk lunchtime drop in sessions	Universal	Cost of provision funded by school's Pupil Premium grant
• Place 2 Be deliver 1:1 counselling for children referred through self, parental and staff referral routes	Targeted	
Housing difficulties including overcrowding and lack of long term tenancies		
• Vulnerability Indicator completed termly and lead professional identified to monitor children	Targeted	School's staffing budget for SLT costs
Barriers to parental engagement and access to support services		
• Family Friday in Rainbow Room to encourage mutual understanding and support for children with the most complex needs in school	Targeted	School's staffing budget for TAs, HLTAs and Assistant SENCO Cooking resources paid for from SEN Budget £10 x 39 = £390
Gaps in early language, communication and vocabulary development		

• I Can Talk Boost intervention in Nursery led by trained practitioner	Targeted	School's staffing budget £150 for cover for staff member to attend training
• NELI programme in Reception to develop reading and comprehension skills led by trained practitioner	Targeted	DfE funded programme School's staffing budget £150 for cover for staff member to attend training
Limited access to enrichment, cultural experiences and wider opportunities		
• Forest School Provision aimed at building confidence as well as communication skills	Targeted	See above section re Social Emotional and Mental Health Needs
• Outdoor Play & Learning consultancy to enhance lunchtime play opportunities	Universal	**Inclusion Mainstream Fund** **£22,00** to include consultancy and resourcing
Attendance and EBSA		
• Dedicated attendance officer linked to pastoral team with regular pastoral team meetings	Universal	School's staffing budget
• Partnership with parents to support children at risk of EBSA led by SENCO	Targeted	School's staffing budget Place 2 Be input as required

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
40 children to complete I Can Talk Boost Programme in Nursery developing oracy, love of reading and partnership with parents	• Staff member trained • Parents attending launch session • Children completing the programme of 8 weeks • Children able to contribute during sessions whether through verbal contribution or gesture and body language

	• Observation of session by senior leaders • Feedback gathered from parents
40 children to complete NELI programme in Reception developing comprehension skills through evidence based, small group intervention	• Assessment data indicating progress • Intervention assessment records • Regular participation • Observation of session by senior leaders • Feedback gathered from parents
Family Friday in Rainbow Room to develop parental partnership and collaboration	• Parents attending regularly • Collaborative activities such as cooking and library • Feedback gathered from parents
Cygnet training course attended by parents of children with autism diagnosis or on the assessment pathway	• Parents to attend 7 week session • Feedback gathered from parents • Participation in the sessions led by SENCO and Brent Parenting Practitioner
Forest School provision to target children with social and emotional difficulties	• Target children to attend provision • Increased confidence measured through Leuven Scales of engagement and involvement • Children's voice to gain feedback
Speech and Language training for support staff from NHS therapy teams	• Staff to attend sessions online • Feedback from staff • Identification of golden nugget to be included in practice • Observations by senior leaders
ELKLAN training completed by staff in order to provide specialist carry over to children in receipt of speech and language therapy from NHS and outside professionals	• Staff to attend training • Scheduled speech and language sessions timetabled each week • Progress measured by children's acquisition of independence with targets on therapy reports
Training on adaptive teaching for whole school	• Staff attendance • Year group and individual commitments to implementing 'golden nuggets' • Use of adaptive strategies in use during learning walks by senior leaders

	• Assessment indicating progress for all children from starting points over time
Outdoor Learning and Play: purposeful play at lunchtimes	• Pupil Voice indicating better engagement in play at lunchtimes • Fewer behaviour incidents • Resources bought to engage children • Training for staff • Ongoing consultancy and support

Review of the previous academic year

Data for 2025 2026 indicates accelerated progress for children with SEND or in receipt of PP grant funding by the end of Key Stage 2:

In Year 6, the cohort who completed the end of Key Stage 2 SATs included a significantly higher proportion of pupils with additional needs and disadvantage than seen nationally. Of the cohort, 35% (41 pupils) were eligible for Pupil Premium funding and 18% (21 pupils) were on the SEND Register. Despite this challenging cohort context, outcomes remained strong, with attainment continuing to exceed Brent, London and national figures. Whilst the attainment gap of disadvantaged pupils nationally is widening, we are seeing a closing of that gap, and our disadvantaged pupils are outperforming similar peers nationally.

End of KS2 SATs					
Demographic		**EXS**	**GDS**	**National EXS**	**National GDS**
All Pupils Reading		**84%**	**44%**	**75%**	**31%**
Gender	Female (56)	82%	46%	78%	34%
	Male (60)	85%	42%	72%	28%
SEND (21)		43%	10%	43%	12%
Pupil Premium (41)		68%	22%	63%	19%
All Pupils Writing		**86%**	**16%**	**73%**	**13%**
Gender	Female	88%	18%	79%	16%
	Male	85%	13%	68%	10%
SEND		38%	0%	34%	3%
Pupil Premium		63%	14%	60%	7%
All Pupils Maths		**90%**	**37%**	**75%**	**27%**
Gender	Female	84%	21%	74%	22%
	Male	95%	52%	76%	32%
SEND		43%	14%	42%	9%
Pupil Premium		78%	18%	62%	15%
All Pupils GPaS		**84%**	**50%**	**74%**	**30%**
Gender	Female	80%	46%	77%	33%
	Male	87%	53%	70%	28%
SEND		43%	14%	38%	9%
Pupil Premium		66%	22%	61%	19%

For the second year running, pupils identified as PP or SEND were more likely to make accelerated progress than their non-PP or non-SEND peers. Accelerated progress is defined as more than four steps of progress within a single year, compared with the expected three steps (Yrs 1-5 data).

	Reading	Writing	Maths
PP	19.5%	29.2%	14.9%
Non-PP	16.4%	21.7%	14.8%
SEND	24.5%	24.5%	16.4%
Non-SEND	15.3%	23.6%	14.4%

School attendance for academic year 2025 2026 was 94.46%. School continues to work on improving attendance for all children through assemblies, attendance awards, communication with parents, consultation with Brent Education Welfare Service.

Place2Be provided support for children through lunchtime Place 2 Talk support and through 1:1 counselling. This continues to be a service invested in by school. This offer will be further enhanced by the training of ELSA's across the school this year.