BLPP Inclusion Strategy

2026-2029

Detail	
Academy :	Victoria Primary Academy
Academic year/years that our current Inclusion Strategy covers:	2026/27
Date this statement was published:	December 2026
Date on which it will be reviewed	November 2027
Statement authorised by:	LGB

Purpose of the Inclusion Strategy (2026–2029)

Our Inclusion Strategy provides a clear, multi-year framework designed to articulate how Victoria Primary Academy—and our shared collaboration across the Barnsley Leeds Primary Partnership (BLPP)—systematically identifies and removes barriers to learning and participation. Grounded in our Trust's social purpose and commitment to equity, this strategy aligns directly with Department for Education (DfE) guidance and the statutory conditions of the Inclusive Mainstream Fund (IMF). Its core purpose is to establish a transparent, needs-led operational plan that embeds a resilient, inclusive core offer across our entire school community. Rather than relying passively on formal medical diagnoses or statutory waitlists, we proactively anticipate commonly occurring developmental needs, ensuring that evidence-based adjustments and high-quality adaptive teaching are embedded as an everyday entitlement for every child.

Furthermore, this strategy serves as a key commitment and governance tool across our three-year strategic horizon. It makes transparent to pupils, families, governors, trustees, and regulatory bodies how school resources—including delegated Notional SEN budgets and dedicated Inclusive Mainstream Fund (IMF) grant allocations—are deployed in direct alignment with the DfE's 7 Principles of Inclusion. Through annual reviews, we hold ourselves accountable to measurable success criteria across pupil progress, attendance, emotional regulation, and belonging, ensuring that collective partnership working drives sustainable, systemic excellence.



BLPP Inclusion Strategy Statement

At the Barnsley Leeds Primary Partnership (BLPP), our Inclusion Strategy is anchored in our core belief: **inspiring today, making a difference tomorrow.** Over the next year, our intent is to further embed a truly inclusive culture across our partnership, ensuring that every child—regardless of their specific needs, starting point, or background—experiences a safe, loving and nurturing environment where they feel seen, supported and empowered to flourish.

In line with our overarching Vision 2030, we focus on three key strategic pillars to deliver on our inclusion strategy:

1. Child-Focused Provision

Every child comes to us with unique strengths and needs. We listen closely to our pupils and put their real-life experiences at the center of everything we do. By spotting and removing barriers early, we build practical support that grows their confidence, independence and enthusiasm for learning.

2. Ambitious Expectations

We never lower our standards for children with SEND. We deliver a rich, engaging curriculum that stretches and supports every child to achieve their best. Over the coming year, we will keep investing in practical staff training, sharpening our adaptive teaching approaches and maintaining high standards for both academic progress and emotional well-being.

3. Inclusive Collaborative Community

Belonging isn't just a buzzword for us—it's how we operate every day. We build welcoming environments where every pupil feels known and valued. Because inclusion is a shared job, we work hand-in-hand with families through clear, open communication so parents and carers are true partners in their child's journey.

By driving these priorities over the next year, we intend to make our schools beacons of inclusive excellence, equipping our pupils with the essential academic skills, emotional resilience and life skills needed to thrive today and succeed in the world tomorrow.

See Appendices 1 and 2 for the BLPP Vision for Education and our Vision 2030 Intent Statement.

Principles of Inclusion

The Government has outlined seven principles which are recommended to enable inclusive practice for all in schools. The BLPP strives to ensure that our vision, values and annual Academy Development Plan coincides with the Principles. We will also ensure our Strategy and Inclusion Projects such as the allocation of Notional, High needs and the Inclusion Mainstream Fund is in line with the below:



Primary Area of Need

Meeting Needs in Speech, Language, Communication and Autism

Across the Barnsley Leeds Primary Partnership (BLPP)—incorporating Ebor Gardens, Victoria Primary Academy, Oakhill Academy, Forest Academy, and Oakwell Rise—we are dedicated to establishing communication-rich, neuro-inclusive learning environments where every pupil can thrive.

Internal cohort data across our five academies highlights a high concentration of need within **Speech, Language, and Communication Needs (SLCN)**, alongside an increasing prevalence of **autistic profiles** and neurodiverse traits. Rather than waiting for formal medical diagnoses or statutory waitlists, the BLPP operates a proactive, needs-led model that ensures early identification, adaptive teaching and targeted support are embedded from day one.

By pooling our expertise, resources and specialist capacity, the partnership commits to the following strategic actions:

- **Communication-Rich Environments:** Embedding universal strategies across all five schools, including visual communication frameworks, total communication approaches, and accessible classroom design.
- **Autism-Positive Practice:** Building staff expertise in neurodiversity-affirming approaches, sensory regulation, predictable routines, and executive functioning support to dismantle barriers to learning.
- **Shared specialist capacity:** Aligning speech and language interventions, sharing best practices, and facilitating joint professional development to equip all staff to identify and support receptive and expressive language needs early.
- **Early and sustained intervention:** Ensuring robust language screening and developmental tracking translate immediately into tailored, tiered support that drives both academic progress and social confidence.

Our shared commitment across the BLPP ensures every child gains the tools to communicate effectively, express their individuality and fully participate in school life.



Barriers to Learning and Participation

This strategic review outlines the primary barriers to learning and active participation identified across our student cohort, establishing the rationale for our targeted interventions and universal inclusive frameworks.

Detail of barriers to learning	
1	**Communication and Interaction Needs** **Prevalence & Context:** Across the Barnsley Leeds Primary Partnership (BLPP) and specifically within Victoria Primary Academy, a significant and rapidly growing proportion of pupils enter with pronounced speech, language, and communication needs (SLCN) alongside emerging autistic profiles. **Key Challenges Identified:** Analysis of Early Years baseline data, WellComm assessments, and Speech and Language Therapy (SaLT) reports indicates that pupils present with delayed language processing, restricted vocabulary, speech sound difficulties, and social interaction challenges. Left unaddressed, these foundational barriers directly impair curriculum access, peer relationships, and emotional self-regulation. **Strategic Approaches & Support:** Rather than waiting for formal medical diagnoses or statutory waitlists, we embed universal communication-friendly environments—scaffolded by visual frameworks and explicit oracy instruction—alongside targeted, evidence-based interventions like WellComm, Elklan strategies, and SaLT support to secure academic progress and social confidence.
2	**Increasing Complexity of Needs, adaptive curriculum and Physical Environments:** **Prevalence & Context:** Across the Barnsley Leeds Primary Partnership, an increasing proportion of pupils present with highly complex, co-occurring special educational needs and disabilities within physical settings that were not originally designed for specialised provision. **Key Challenges Identified:** Spatial constraints and traditional classroom layouts create physical and environmental barriers to curriculum access, sensory regulation and personalised learning pathways, impacting daily transitions and inclusion. **Strategic Approaches & Support:** We perform targeted spatial audits informed by DfE inclusive estates and design guidance, establish low-arousal sensory regulation zones, adapt physical learning spaces, and deploy specialised staff. Furthermore, we draw upon the EEF Guide to Inclusive Teaching and evidence-informed assistive technology frameworks to deliver tailored curriculum packages, high-quality adaptive teaching, and hybrid inclusion support.
3	**Parental and Community Engagement Barriers:** **Prevalence & Context:** Families across our diverse socio-economic and cultural communities frequently face complex structural, linguistic and practical hurdles when engaging with educational and healthcare support systems.

	Key Challenges Identified: Navigating local authority SEND processes, healthcare appointments, and complex administrative paperwork creates significant anxiety, potential friction, and systemic barriers to timely family advocacy. **Strategic Approaches & Support:** We establish multi-agency signposting hubs, translated communication pathways, run parent workshops and work with our local cluster family support workers to build relational trust and empower family partnership.
4	**Adverse Life Experiences and Complex Relational Needs:** **Prevalence & Context:** A growing number of pupils and families experience adverse childhood experiences (ACEs), trauma, and relational vulnerabilities that significantly impact emotional stability and readiness to learn. **Key Challenges Identified:** Complex relational needs and toxic stress manifest as emotionally based school avoidance (EBSA), persistent absenteeism, punctuality issues, and severe emotional dysregulation during normal school transitions. **Strategic Approaches & Support:** We embed trauma-informed practices, assign dedicated key adult attachment figures, implement the PACE framework, and provide targeted therapeutic interventions alongside staff reflective supervision.
5	**Readiness for School and Life:** **Prevalence & Context:** Many children enter Foundation Stage with foundational developmental gaps across self-care, physical coordination, social interaction, and emotional self-regulation. **Key Challenges Identified:** Discrepancies between home and school expectations, paired with varying parental familiarity with early milestones, delay early school transitions and widen attainment gaps from the start of formal schooling. **Strategic Approaches & Support:** We deliver structured stay-and-play sessions, home visits, early developmental screening, and interactive parent workshops focusing on independence, self-care routines, and foundational literacy/numeracy skills.

Inclusion Strategy - Core Action Plan 2026-2029

Barrier / Number 1: **Communication and Interaction Needs:** **Early Identification & Targeted SLCN Support**	**Inclusion Principal:** Evidence-based support prioritising early intervention High quality adaptive teaching with curriculum designed for all learners
Funding: **Notional Funding**	
Intended Outcome: The academy utilises a wide range of assessments to inform quality first teaching and targeted intervention. Staff are well trained in up to date, research led, CPD which positively impacts pupils outcomes. Environments support all pupils especially those with communication needs or vulnerable.	

Lead: Head of School and SENCO			**Start Date: January 2027**	
Layer	**Activity**	**Rationale / Research**	**Success Criteria**	**Cost**
Universal:	**Communication Audit:** Audit the EYFS and KS1 base to ensure all finite barriers are identified and addressed and staff are equipped to deliver education successfully to the current contextual needs of the 26/27 cohort. **Early Identification:** We will implement a whole-school, systematic approach to early identification by combining universal screening tools with structured staff referral pathways: ➔ NHS LCH SLT traded offer (1 day every other week) ➔ OT 10 days per year. ➔ WellComm assessments in EYFS ➔ Referrals to NHS services / home language assessments **Environment:**	To utilise expert advice to analyse strengths and challenges within the setting to support strategic thinking for Barrier 1. Education Endowment Foundation (EEF) Early Years Toolkit & Guidance for quality provision and practice as a baseline	Leaders are informed about the key areas of strength and challenges which are then represented in the Academy Development Plan. ● Pupils will be identified as requiring SLCN support with the use of a whole school screening and where needed Experts at Hand.	**£75,000**

	➔ Each classroom will employ communication friendly strategies ➔ The use of visuals to support all pupils including SEND, Disadvantaged and EAL pupils. ➔ Embed the EEF ShREC framework as a universal pedagogical practice across all primary classrooms, ensuring 100% of teaching and support staff routinely use responsive adult-child interactions to increase pupil oral language competence, turn-taking depth, and academic vocabulary usage. **5 EEF Communication Approaches:** 1. **Teaching and modelling vocabulary:** Explicitly and implicitly introducing new words across multi-sensory and everyday contexts. 2. **Teaching and modelling language:** Supporting sentence formation and grammar through live modelling. 3. **Interactive reading:** Using shared book-reading techniques that actively involve children in predicting, asking, and talking about stories. 4. **Teaching through collaborative talk:** Structuring activities to stimulate peer-to-peer interaction and dialogue. 5. **Teaching and modelling social communication skills:** Explicitly supporting the rules of social interaction and listening **Approaches to Teaching and Learning:** ➔ **Voice 21:** We develop high-quality classroom talk through structured oracy practices, including the regular use of sentence stems to scaffold reasoning, purposeful paired talk to build dialogue and active listening, and explicit vocabulary development to expand pupils'	Universal visual supports remove barriers for SEND, disadvantaged, and EAL pupils. By pairing spoken language with visual cues and prompts (dual coding), we anchor abstract concepts, foster independence, and ensure language needs do not limit academic ambition. Grounded in the Education Endowment Foundation (EEF) Early Years Evidence Store and Early Years Toolkit (+7 months' additional progress), combining explicit and implicit vocabulary instruction, live grammatical modelling, dialogic interactive reading, structured collaborative talk, and explicit social communication coaching addresses the linguistic, cognitive, and physical foundations of oracy. Combining verbal and physical scaffolding—alongside targeted additional exposure for disadvantaged or lower-starting pupils—accelerates oral language development and prevents early attainment gaps from widening	● Environments are communication rich - in print, all elements of interactions with children, support to manage transitions. ● Quality first teaching is strong. Teachers and teaching assistants understand the 5 EEF Communication Approaches and apply them in lessons. ● Oracy is our methodology and part of school culture. ● Cohorts make progress towards communication and English goals. Where they do not - targeted interventions are applied. ● Subject networks have reviewed all areas of curriculum to ensure vocabulary and mindful focus are tailored for progressions and clearly	

	spoken and academic language. ➔ Tiered vocabulary development: Integrate Tier 2 and Tier 3 vocabulary into wider curriculum knowledge organisers to structure and enhance explicit vocabulary instruction. ➔ Embed *Drawing Club* across EYFS as a core vehicle for early language acquisition, ensuring all pupils—particularly disadvantaged, SEND, and EAL learners—confidently understand and apply rich, ambitious vocabulary in their mark-making, play, and oral narratives. **EAL Support:** ➔ Identification of NTE and EAL pupils including the use of the Bell Foundation Assessment and tools to support progression and planning. ➔ 'Survival language' symbols to be implemented for all of the new or have limited English. ➔ Induction package and integration into the Academy on arrival to support the child and family. ➔ Children new to school with NTE/EAL will have an assigned 'buddy' to support them with learning language, routines and giving opportunities to observe strong communication at child level. ➔ Support for parents to translate information	Identification & Bell Foundation Assessment: Longitudinal research by Strand & Lindorff (University of Oxford / The Bell Foundation) demonstrates that *proficiency in English* is the single strongest predictor of educational attainment, with pupils "New to English" or at "Early Acquisition" facing significant attainment gaps—particularly late arrivals (Lindorff et al., 2025; EEF, 2025). Using the validated Bell Foundation EAL Assessment Framework enables accurate baseline profiling across DfE proficiency bands (A–E) and informs targeted curriculum planning. Induction Package & Family Integration: Informed by Bronfenbrenner's Ecological Systems Theory and The Bell Foundation's guidance on international new arrivals, structured admissions and accessible family induction mitigate transition shock and build a sense of belonging. Strong home–school partnership and parental engagement consistently accelerate pupil progress (EEF Teaching and Learning	mapped alongside the BLPP Oracy LTP. ● Sentence stems and paired talk and active listening are clearly planned in to develop language development. ● Opportunities are planned for in all areas of the curriculum which teachers are trained to implement. ● Staff are trained in communications to be aware of developing Tier 1-3 vocabulary. ● Pupil interactions show children confidently recalling, using, and applying taught vocabulary during drawing, continuous provision, and oral storytelling. ● Children new to English or those with EAL are identified and assessed to inform quality first teaching and where needed targeted intervention. ● Children and families benefit from continued support as they transition into the Academy. ● The academy will have a trained champion of multilingualism to support and model to the teaching teams. ● Children with EAL/NTE are making marked progress academically, socially and emotionally.	

		Toolkit, +4 months). Assigned Peer 'Buddy' System: Drawing on Vygotsky's Sociocultural Theory, peer buddies act as "More Knowledgeable Others" who model everyday routines and natural, child-level language within the learner's Zone of Proximal Development. Structured peer mentorship supports learners through the natural "silent period" of language acquisition (Krashen; Ellis), reducing social isolation and accelerating school belonging.		
	Assessment tools: ➔ Birth - Five ➔ SENIT DJ ➔ Ages not stages (Leeds) ➔ Early Years Developmental Tool (Barnsley) ➔ AET (Autism Education Trust)		Teaching teams are trained to understand the assessment tools for Primary aged children and those of birth to 5 to inform planning and quality first teaching.	
	Continuous Professional Development: ➔ Deliver neurodiversity-affirming continuous professional development focused on understanding autistic sensory needs, communication differences, and masking. ➔ SENCOs at all sites to be trained in the DfE-Endorsed Framework: Autism Education Trust (AET) - "Good Autism Practice" ➔ Develop a comprehensive ASD CPD package informed by the expertise, training recommendations, and best-practice guidance of colleagues working in specialist settings ➔ STARS Training (Leeds Schools) ➔ Train all staff in the EYFS and KS1 base in Makaton at either level 1 or 2 based on need	EEF Special Educational Needs in Mainstream Schools: High-quality teaching for pupils with SEND is firmly rooted in developing staff understanding of individual learning needs, sensory profiles, and communication differences rather than relying solely on reactive interventions. Autism Education Trust (AET) Standards: Grounded in the DfE-endorsed AET framework, which establishes that whole-school neurodiversity-affirming practice and specialist SENCO leadership	● Staff have a strong knowledge of teaching and supporting children with Autism and neurodiversity. They feel able to identify when further support is needed post a universal approach. ● SENCOs are experts in the Academy. They are well trained and able to offer expert advice ● Staff have access to a package of support to enable QFT with children who are neurodiverse.	

	with a consistent methodology across the bases. ➔ Level 5 Autism Apprenticeship	significantly improve engagement, wellbeing, and reduction in masking for autistic learners. EEF Preparing for Literacy & Communication (EYFS/KS1): Embedding a consistent, total communication approach —including Makaton and visual supports— reduces cognitive and expressive barriers, fostering early language development and emotional regulation across specialist and mainstream bases. System-Led Specialist Collaboration: Drawing on local authority specialist teams (STARS, BMBC) and accredited pathways (Level 5 Autism Apprenticeship) builds sustainable, internal capacity across the Trust.	● Staff use communication as appropriate such as makaton and other visual methods of communication.	
Targeted	BLPP to engage with SALT Specialists / Experts at Hand to support early identification, episodes of care and CPD for staff members to deliver bespoke interventions supporting evaluations of progress. Targeted Speech and Language diagnostics and intervention: ➔ **Elklan**: Train the next layer of staff specifically in Elklan Speech and Language Support (3–5s and 5–11s): giving accredited practical training that equips both teachers and TAs to identify language delays and implement targeted oral language strategies within daily lessons. ➔ **Speech and Language Link:** Train staff in Speech and Language Link to provide assessment, intervention, training and	Elklan (Speech and Language Support 3–5s & 5–11s): Grounded in EEF Oral Language Interventions (+6 months' progress) and the EEF Teaching and Learning Toolkit, upskilling teachers and TAs in accredited communication strategies bridges the gap between specialist SALT input and universal classroom practice. Independent evaluations (e.g., Communication Trust / I CAN) confirm that Elklan training strengthens staff confidence in identifying Speech, Language, and Communication Needs (SLCN) early and embedding scaffolded questioning and vocabulary modelling into daily lessons. Speech and Language Link: Aligned with	● Pupils receive prompt referrals to specialised external agencies whenever emerging needs are identified. ● Relevant staff complete specialist training in Elklan frameworks, Speech and Language Link, and WellComm toolkits to ensure rapid diagnostic screening and deliver targeted, evidence-based interventions matched to cohort needs.	

	practical resources to help children develop clearer, more confident speech and build the foundations for reading and writing. ➔ **Wellcomm:** Train staff in Wellcomm speech and language toolkit to support the early identification of children having difficulty with language development. The assessment and resources help children develop their language skills. ➔ **SENIT Development Journal:** Staff use the SENIT DJ as a finely graded assessment tool to track progress amongst SEN students. ➔ **Specific programmes/strategies:** Colourful semantics, syllable awareness,rhyme, blank questioning development, speech production and **CPD for Targeted Support** **Autism:** ➔ Participate in training in the Curiosity Programme and the Attention Autism programme to support pupils to build the foundational social communication skills needed before formal language or verbal speech can flourish. ➔ SENCOs and staff to be trained in the 'Scerts' (Sc - Social Communications, Emotional Regulation and Transactional Support) Model to inform teaching, communication with parents/carers and develop social literacy. **Social Interactions Interventions:** ➔ Socially Speaking ➔ Time to Talk ➔ Talk About ➔ Music Interaction ➔ Attention Autism ➔ Curiosity Programme ➔ Lego Therapy	the EEF's *Making Best Use of Teaching Assistants* (+4 months' progress) and Early Literacy guidance, structured screening and targeted, evidence-based small-group interventions ensure timely support for pupils with developmental language needs. Standardised assessment paired with scripted, practical resources enables TAs to deliver high-fidelity speech and receptive language programmes that build the phonological and oral foundations required for reading and writing. WellComm (Early Years & Primary Toolkit): Supported by EEF Early Years Toolkit (+7 months' progress) findings on early identification and communication, and listed in the EEF Early Years Measures Database, WellComm provides a validated screening tool to pinpoint specific expressive and receptive language gaps before they impact literacy. Pairing rapid diagnostic assessment with immediate, play-based intervention activities accelerates language acquisition and narrows early attainment gaps *Attention Autism & The Curiosity Programme (Gina Davies): Rooted in developmental attention theory (Cooper, Moodley & Reynell), Intensive Interaction (Nind & Hewett), and research identifying joint attention as a foundational precursor to language (Mundy et al.), both programmes harness visual strengths and shared enjoyment while minimising auditory cognitive load (Quill, 1997). The Curiosity Programme builds 1:1 connection, rhythm, and sensory curiosity at the*	● Upskill teaching teams alongside NHS speech specialists to deliver targeted intervention pathways for pupils receiving SEN support or holding EHCPs. ● Teaching teams receive structured upskilling and ongoing coaching from NHS speech specialists/Experts at Hand to deliver targeted, intervention pathways t for identified pupils. ● Identified pupils will receive a comprehensive First Language Assessment, enabling precise identification of individual needs and targeted removal of learning barriers. ● Relevant teachers, teaching assistants, and pastoral staff complete accredited or specialist training in specific evidence-based social interaction interventions matched to cohort needs.	

	➔ Intensive Interaction **EAL Support** ➔ First Language Assessment via an NHS SALT Therapist. ➔ Online platforms (Learning Village) to support language development. ➔ Online platform (Lexia) to support pronunciation of sounds to words. ➔ Visuals ➔ Structured sentence and vocabulary work. ➔ Specialist support to distinguish between EAL and SEND.	*earliest developmental levels, preparing pupils for Attention Autism's four-stage group model. School evaluations (Marsh, 2019; Watson et al., 2017) confirm measurable improvements in sustained attention, turn-taking, and spontaneous communication. Autism in School Settings* Music Interaction will focus on using music to enhance children's social interaction skills. The provision is to promote the interest and engagement of the individual(s) with a focus on developing core listening and attention skills.	● Pupils who require targeted intervention post a universal approach have access to appropriate and targeted language and vocabulary support. ● Staff feel confident with the delivery of interventions and are able to implement online platforms monitoring success.	

Barrier / Number 2: Increasing Complexity of Needs, adaptive curriculum and Physical Environments	**Inclusion Principal:** Inclusive environments with continuous improvements to accessibility High quality adaptive teaching with curriculum designed for all learners
Funding: **Notional Funding**	
Intended Outcome: All pupils with growing complexity of need are able to engage in an accessible learning space within the academy. Children who require a more personalised curriculum are able to access this with highly trained staff members ensuring children make progress.	
Lead: Head of School and SENCO	**Start Date - January 2027**

Layer	Activity	Rationale / Research	Success Criteria	Cost
Universal/ target	**Support for mainstream classes:** Design dedicated low-arousal sensory regulation zones (e.g., quiet corners, sensory breakout spaces) across all academies to help neurodivergent pupils self-regulate. Integrate flexible resource bases to allow smooth transitions between targeted spatial support and mainstream curriculum access. Collaborate with the Trust estates and project management team to construct adaptable learning environments tailored to evolving pupil needs.	Grounded in EEF Special Educational Needs in Mainstream Schools guidance and DfE inclusive design standards (BB104), adapting the physical environment is essential for removing sensory and cognitive barriers to learning. Low-arousal regulation zones reduce anxiety and sensory overload so neurodivergent pupils can self-regulate proactively. Integrating flexible resource bases alongside estates-led adaptable design ensures pupils experience seamless transitions between targeted support and the mainstream curriculum as their needs evolve.	• Children will benefit from well designed classrooms which are low arousal spaces, with spaces to use during moments of need. • The school will have spaces which meet the needs of pupils so that learning can move forward and needs are met.	**£55,000**

Targeted	**Whole School:** Continue to develop the tailored provision packages for pupils who are educated out of their chronological year group, with a clear focus on individual need(s) and environmental adaptations **Adapt areas of school:** Support children with a wider range of needs with regard to the building's intent. Eg those who may need regulation in a private space, interventions such as hearing impaired interventions in a quiet area or medical care such as feeding tube changes. Work with Specialists to advise in these key areas to aid the development of the school environment to meet the needs of pupils with such needs. **Classroom adaptations:** Following professional advice, supplying children with the correct tool to support teaching and learning. <u>Victoria Only</u> **STARs (Specialist, Targeted and Relational Support) Base (Inclusion Base)**	Grounded in the **SEND Code of Practice**, **Equality Act (2010)**, and **EEF Special Educational Needs in Mainstream Schools** guidance, effective inclusion requires aligning both pedagogical provision and the physical environment with individual pupil profiles. Tailored packages for pupils educated out of their chronological year group ensure cognitive, developmental, and SEMH needs are systematically met. Collaborating with external specialists to adapt school spaces—providing private regulation zones, acoustic environments for hearing-impaired interventions, and dignified facilities for medical care—removes physical barriers and promotes safe, equitable participation across the school. Every child in STARs is first and foremost a member of the school community. Alongside the calm, personalised environment of the base, all pupils belong	● Children educated out of their chronological year group have an individualised provision package detailing the clear developmental, cognitive, and SEMH rationale for their placement. ● Provision is reviewed annually with parents/carers, the SENDCo, and external specialists (if applicable). ● STARs Base is well established with a purposeful curriculum for those functioning within - including those with attainment prior to a 3 year old. ● Sensory spaces (OH) and Nurture spaces (OH/TFA) facilitate regulation and targeted interventions for individual pupils and small groups. ● Staff are knowledgeable around individuals within school and their individual needs and requirements.	

	Continue to invest in an Inclusion Base to support children on the pathway to specialist / hybrid approach to education. ➔ The physical STARs base to be evaluated by specialists developed further with the children in mind. Including enhanced development of the regulation spaces and outdoor environments. ➔ Evaluate cohorts of children and need year on year ensuring training is purposeful and appropriate. ➔ Use Experts at Hand and the OT to ensure the environment and curriculum meets the needs of our pupils. ➔ Comprehensive assessment of each individual in the STARs provision looking at the 'whole child and their development' is completely half termly to accurately review progress and next steps. ➔ Children to have access to specialised interventions developing their social and emotional literacy as well as meeting their SEN/ EHC needs. ➔ Children always have a sense of belonging to the whole school community and supported in key school activities and where appropriate - hybrid learning in the mainstream classroom.	to a mainstream class and take part in meaningful, supported integration and interactions with their peers at a pace that enables them to thrive. Grounded in the **SEND Code of Practice** graduated approach and **EEF Special Educational Needs in Mainstream Schools** guidance, the STARs Inclusion Base provides a flexible, hybrid pathway that bridges specialist and mainstream education. Annual cohort analysis and multi-agency collaboration with Occupational Therapists and *Experts at Hand* ensure the environment, curriculum, and staff training remain precisely tailored to evolving pupil profiles. Half-termly holistic assessments track whole-child development, while structured mainstream integration and relational practice (*Thrive*) safeguard every pupil's sense of belonging within the wider school community.	● Individual needs are accurately assessed using a range of frameworks (Doyles, Thrive, Early Years Developmental Tool, Stages not Ages, Link Screening) to identify the current stage of development in all 4 prime areas. ● The curriculum is carefully curated in line with the needs of the individuals year on year. ● Leaders have a clear vision for the STARs provision and are passionate about its success. ● Children's attendance is strong. They are developing towards their academic and personal targets, including their SEN/EHC targets.	

Barrier / Number 3: **Parental and Community Engagement Barriers:**			**Inclusion Principal:** Strong partnerships with families and wider services Evidence-based support prioritising early intervention	
Funding: **Notional and Top Up Funding**				
Intended Outcome: Establish accessible, culturally responsive, and transparent support pathways—including multi-agency signposting, interpreter provision, and parent champion networks—that empower families across diverse socio-economic and cultural backgrounds to confidently navigate local authority and healthcare SEND systems, reducing anxiety and building collaborative, trusting partnerships between home and school.				
Lead: Head of School and Pastoral Team			**Start Date January 2027**	
Layer	**Activity**	**Rationale / Research**	**Success Criteria**	**Cost**

Universal	**Inclusive Communication & Open Culture:** ➔ Co-design accessible communication pathways (including translated digital platforms, visual guides, and multilingual parent champions) to ensure clear messaging across diverse socio-economic and cultural groups. ➔ Establish transition activities (home visits, one-to-one meetings, open days) to welcome families into the setting prior to the start of the term. **Community Building:** Host low-pressure community events, and shared celebrations to foster belonging. **Parent Champion Networks:** Establish Parent Champion networks to empower peer-to-peer family support and foster stronger community connections.	• **Aligns with Bryk & Schneider's (2002)** ***Relational Trust in Schools*** research demonstrating that high-trust school-family partnerships directly correlate with sustained pupil attendance, emotional well-being, and academic progress. • **Supported by EEF** ***Working with Parents to Support Children's Learning*** **guidance:** +4 months additional pupil progress through structured, accessible parent communication and system navigation support.	● All school communications are made completely accessible to every parent and carer, removing potential barriers related to language, literacy, or access to technology. ● Robust transition procedures are established across all phases and key stages to effectively assist both pupils and their caregivers. ● The academy has active 'Parent Champion' networks to support school-home connection. Parents/carers engage in community events with them 'in mind' but in school. ● Parents understand the services available within the local area to support all aspects of family life.	**£20,000**

Targeted	**SEND & Early Identification Framework:** Embed the graduated 'assess–plan–do–review' approach and strengthen data systems for early identification of additional needs. **SEND Parent-Carer Engagement**: Develop a dedicated SEND parent-carer forum and deliver informal sessions or information evenings around key transition points. **Specialist Workshops & Guidance:** Invite external agencies to host evidence-based workshops and create targeted guidance signposting wider support services for families. **Multi-Agency & Support Hub Integration:** Link targeted families to health, social care, and food support services through school-hosted family support workers and community hubs. **Parenting Programmes:** Implement targeted Family Thrive/The Nurture Programme, to strengthen family engagement and foster positive developmental outcomes. **Parent Advocacy & Empowerment:** InEquipping parents with the confidence to advocate for their children and to support parents to attend appointments and speak to professionals.	• **Supported by EEF *Working with Parents to Support Children's Learning* guidance:** +4 months additional pupil progress through structured, accessible parent communication and system navigation support. **Supported by The Centre for Emotional Health:** The Nurturing Programme which helps to develop the understanding, skills and ability to lead an emotionally healthy life and to support positive relationships.	• Data is used to identify intensive support for parents/carers implemented by the Family Team. Packages are built and next steps are established and agreed. • There are a suite of platforms of support for parents/carers to enable them to challenge and gain support from multi-agencies. • Families feel supported and that they are curating their child's future. Children thrive and achieve their goals. • Parents/carers are supported to develop their confidence and understanding of how to meet their child's unique needs, working alongside professionals.	

Barrier / Number 4: **Adverse Life Experiences and Complex Relational Needs:**	**Inclusion Principle:** A safe and respectful culture fostering belonging, attendance, and participation in learning
Funding: **Notional**	
Intended Outcome: Establish a trauma-informed whole-school environment and targeted relational support pathways—including Family Thrive interventions, FORTIS therapy referrals, and psychoeducational parent forums—that build emotional resilience, reduce emotionally based school avoidance, improve attendance, and foster strong, trusting home-school partnerships.	

Lead:			**Start Date**	
Layer	**Activity**	**Rationale / Research**	**Success Criteria**	**Cost**
Universal:	**Early identification** ➔ Thrive whole school screening to identify children who are at 'right time learning' and those who require targeted support. ➔ Class and cohort targets driven by Thrive assessments and the SEL EEF Framework. ➔ Further embed strong induction for new pupils to ensure the team have a full understanding of life experiences and the impact of these. **CPD and Staff Training** ➔ Continued Level 1 and 2 Team Teach with a focus on de-escalation as well the use of RP - including investing in staff members being Team	• **Relational Practice & Co-Regulation (Dr Bruce Perry):** Nervous system regulation must precede cognitive learning; adults serve as the primary intervention vehicle. • **PACE Model (Golding / Hughes):** Neurodiversity and trauma-affirming communication reduces threat activation, shame, and emotionally based school avoidance (EBSA). • **Sensory Transition Research (EEF / Barrett et al.):** Predictable, low-arousal transitions minimise sensory overload and prevent cortisol spikes in dysregulated learners. • **ACEs & Toxic Stress Research (Felitti & Anda, 1998; Burke Harris, 2018):**	• Teaching teams and pastoral support staff have the knowledge and confidence to screen pupils for those working within and outside of their social, emotional milestones. PSHE sessions, assemblies and other workshops are utilised well to teach children appropriate age content to develop. • Staff possess a comprehensive suite of de-escalation techniques, underpinned by a fundamental understanding of the underlying causes driving pupil behaviour.	**£70,000**

	Teach trainer trained to continuously support staff with Lite Bite training and developing children's plans. ➔ Whole school attachment, ACEs, toxic stress, relational practice, and the PACE model (Playfulness, Acceptance, Curiosity, Empathy). ➔ Continue to train Thrive Practitioners to embed the Thrive approach and work with children. ➔ Ensure current Thrive Practitioners have updated training modules to retain up to date knowledge and practice. ➔ Train specialists in school on a Level 5 Trauma and Mental Health Informed Schools. ➔ Develop a suite of safeguarding training to ensure staff are constantly up to date with challenges children and families face and the adverse effects on them. **Practice** ➔ Review the behaviour policy with a particular focus on the implementation of theory and applied practice for new staff as part of induction and refreshers for all. ➔ Family Thrive & FORTIS Referral Pathways: Provide targeted Family Thrive workshops, A fortis Therapy worker, psychoeducational parent drop-ins, and direct therapeutic signposting/referrals to FORTIS Therapy & Assessment. ➔ Staff Reflective Supervision & Peer Debriefs: Implement regular reflective supervision spaces and peer debriefing protocols for staff to	Addressing trauma and chronic stress prevents long-term developmental, relational, and physical health risks. • **Reflective Supervision & Staff Wellbeing Frameworks (UK DfE / Social Work England):** Structured debriefing reduces secondary traumatic stress and preserves relational stability across the workforce.	● Trauma-informed specialists operate within the setting to deliver training, provide guidance, and enhance the expertise of colleagues. ● Staff feel supported. They have access to debriefs from skilled staff and the opportunity to talk about concerns. ● Online BLPP Training modules are available for staff to review and refresh their knowledge and skills - this includes those new to the academy as part of their induction.	

	process secondary traumatic stress, reduce burnout, and maintain emotional availability.			
Targeted:	**Designated Key Adult Attachment System:** ➔ Identified pupils have assigned SEMH/trauma informed key adult for daily predictable contact, check-ins, transition support, and relational repair. ➔ Allocate Thrive Practitioners/Learning Mentors to work on a 1:1 or in group work with targeted pupils to develop social, emotional and mental health gaps. ➔ Fortis / Therapist / Learning Mentor to work on a 1:1 or with group work for those who are in need of an episode of therapy. ➔ Deliver parents/carer Family Thrive or appropriate services to enable positive attachments and strategies to enable positive experiences. ➔ The Academy works with services such as Mindmate SPA and CAMHs to support children on a 1:1 and also to train staff in mental health and trauma to ensure all children gain access at the point of need. ➔ Work collaboratively with external providers for targeted SEMH provision. ➔ Develop a sensory profile pathway for children to ensure key elements of the school day support those with need to reduce transition and environmental factor anxiety. ➔ The Academy works with Red Kite Learning Trust Cluster to support pupils who have experienced ACEs and trauma. Services	Grounded in **Attachment and Polyvagal frameworks (Bowlby; Ainsworth; Porges)** and **DfE Mental Health and Behaviour in Schools** guidance, predictable key adult relationships establish school as a 'safe base' that co-regulates pupils experiencing trauma or toxic stress. Combining targeted **Thrive** interventions, therapeutic episodes (Fortis), and external clinical partnerships (**CompassBe, Chilypep, CAMHS**) ensures timely, specialist SEMH support alongside ongoing staff upskilling. Extending relational practice through **Family Thrive** and implementing proactive **sensory profile pathways** addresses both home-school attachment and environmental triggers, significantly reducing transition anxiety and emotional barriers to learning. The DFE Inclusion Bases Guidance 2026 Inclusion bases in schools guidance	● Children work on a 1:1 or in small groups with a trained Thrive or Positive Regard Practitioner on personalised SEL programmes to close the gap. ● Fortis Therapy is well embedded in school for both children and parents/carers. ● Parents/carers are well informed at APDR points and with interim meetings of the progress their child is making and aid in developing plans. ● Children access a wide range of services to support wellbeing and mental health needs - especially at a time in need. ● Parents are supported to access emergency mental health services when needed. ● OT advised sensory profiling is available for SENCOs to support children with sensory processing difficulties.	

	available include counselling and Family Support. **STARs provision (VPA):** ➔ Internal Inclusion Base (STARs) for children with SEMH and SCLN needs. Targeted full time / hybrid provision with a purpose built curriculum and bespoke interventions.			

Barrier / Number 5: **Readiness for School and Life**			**Inclusion Principal:** Evidence-based support prioritising early intervention A safe and respectful culture fostering belonging, attendance, and participation in learning	
Funding: **Notional**				
Intended Outcome: Establish targeted early intervention pathways, home-school collaboration models, and structured transition programs—including early developmental milestone assessments, parent workshops, and social integration initiatives—that systematically bridge foundational skill gaps (communication, self-care, and self-regulation), align expectations and values between home and school, strengthen family partnerships, and empower all pupils to transition smoothly and confidently into school and community life.				
Lead: Head of School, EYFS Leader and SENCO			**Start Date: January 2027**	
Layer	**Activity**	**Rationale / Research**	**Success Criteria**	**Cost**
Universal:	Collect early developmental milestone data via home visits, partnership with previous settings, the 0–19 team, portage, and other key services to evaluate pupils' motor skills, communication, self-care, and self-regulation. Develop a clear understanding among parents regarding school readiness expectations in FS1 and FS2, equipping them with practical strategies to support their child and guidance on accessing advice or raising concerns. Host interactive workshops and distribute accessible, multilingual guidance focusing on early child development, self-care practices, and shared expectations.	Grounded in the **EEF Early Years Toolkit** (+5 to +7 months progress for early self-regulation and communication. **EEF guidance on Working with Parents**, accessible multilingual workshops and targeted home-learning resources empower families to reinforce self-care, early literacy, and foundational numeracy. Combined with structured home visits, phased stay-and-play sessions, and visual transition aids, these practices establish predictable routines that alleviate entry anxiety and build strong home-school partnerships. National Children's Bureau: A Better Start: School readiness report Proactive multi-agency intelligence gathering with previous settings, Portage,	• Staff understand the needs of the pupils prior to them entering the setting to ensure a smooth transition. • A higher proportion of children arrive at the setting equipped with core school-readiness skills, particularly in self-care domains such as independent toileting, dressing, using cutlery (knives and forks), and drinking from open cups. • A higher proportion of children begin Foundation Stage supported by multi-agency involvement where required.	**£25,000**

	Deliver targeted parent workshops and resources to strengthen foundational numeracy and early literacy skills at home. Organise structured home visits, phased stay-and-play sessions, and visual transition aids (such as classroom photo books) to alleviate entry anxiety. Instill good habits of attendance through educating parents about the importance of Early Years in building the foundations for the future and supporting child development.	and the 0–19 team ensures individual needs are identified prior to entry.	• Parents will gain a clearer insight into supporting their child's independence, self-care routines, and learning strategies effectively at home. • Pupils transition more seamlessly into the new setting, separating happily from parents/carers upon arrival.	
Targeted:	Establish tailored home-school liaison and enhanced transition visits for vulnerable incoming children, facilitating prompt identification of individual needs alongside robust family communication. Deliver small-group interventions focusing on self-care, emotional resilience, physical development, and oral communication for pupils identified with foundational milestone gaps.	**Targeted Relational Coaching (Bowlby / Attachment Frameworks):** Individualized family transition support resolves anxiety and establishes secure readiness bases for high-need pupils. **Nurture Group Theory (Thrive / EEF Social and Emotional Learning):** Targeted small-group developmental support yields **+4 months additional emotional and social progress**.	• Children joining the setting with established SEND requirements will receive targeted transition pathways, securing a smooth, positive entry into school life. • By the end of the year, pupils will make accelerated progress towards age-related expectations in self-care, communication, and emotional resilience, increasing the proportion of children achieving Good Level of Development (GLD) by the end of FS2.	

Inclusion Strategy - IMF Action Plan 2026-2029

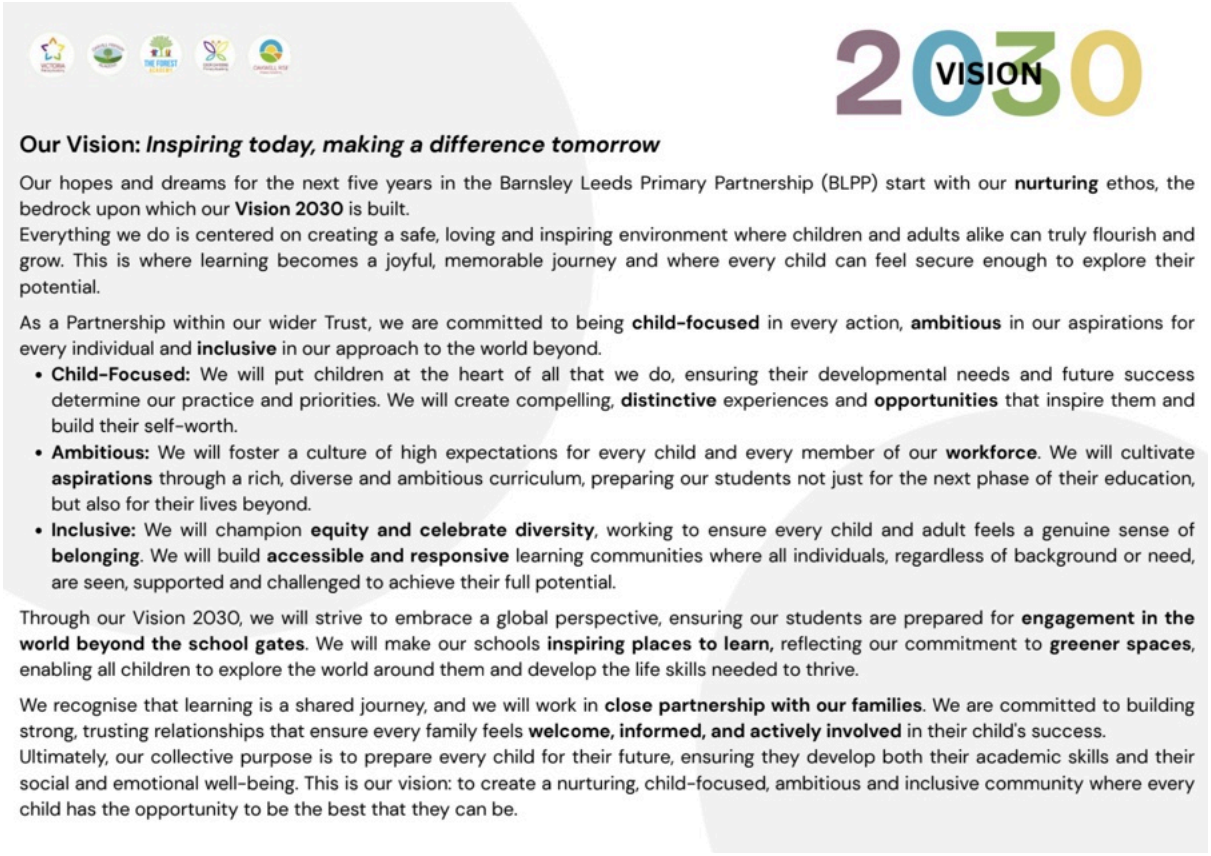
Inclusion Mainstream Funding - Victoria Primary Academy and Ebor Gardens				
Principle of Inclusion Focus: **Accessible and enriching provision beyond the classroom**				
Funding: Notional and Top Up Funding				
Intended Outcome: All pupils should have the opportunity to participate and enjoy school life, including taking part in enrichment activities, attending trips and after-school clubs. Schools should continually seek to remove barriers to engagement and participation, and could consider embedding the following: ● delivering activities and wider opportunities for pupils to build life skills and independence, and participate in the creative arts or sports ● delivering extra-curricular activities to engage pupils and increase participation in school-life ● funding for staffing for subject teachers to develop their curriculum to extend the enrichment offer around the core curriculum ● funding for staffing, equipment or other accommodations that address practical barriers to participation that exceed that which would be considered reasonable adjustments.				
Lead: Jessica Jenkins / Natalie Wathen (alongside Principals in the Leeds Region)			**Start Date: October 2026**	
Layer	**Activity**	**Rationale / Research**	**Success Criteria**	**Cost**
Universal / Targeted Partnership Offer: **Marching**	**Deliver the 'Marching On Together' strategic partnership between Wellspring, Leeds United Foundation, and Leeds Rhinos Foundation.** • Deploy 4 full-time staff across Leeds United and Leeds Rhinos to work directly with pupils, families,	**• Leverages high-cultural-capital local sports brands to overcome long-standing barriers to engagement, attendance, and family buy-in.** **• Aligns with IMF priority areas:**	• Increased attendance and engagement rates among targeted reluctant learners and vulnerable pupils through non-traditional	**Supported via Partnership & IMF Allocation**

On Together Partnership **CPD Support**	and communities. • Utilise club branding, player visits, stadium access, and sports camps as a "hook" for engagement. • Execute key strands focused on Engagement & Participation, Health & Wellbeing, Belonging & Community, and Opportunity & Thriving. • Implement innovative door-step attendance strategies, reluctance-to-read initiatives, and supported work experience pathways.	**Accessible & Enriching Provision, Safe & Respectful Culture, and Strong Partnerships.** **• Serves as a "Test & Learn" model using sport as a vehicle for social mobility, inclusion, and community belonging.**	outreach. • Enhanced family and community trust and participation in school initiatives. • Expanded access to extracurricular activities, stadium visits, holiday sports camps, and mentorship for SEND and mainstream pupils. • Co-designed, scalable partnership frameworks established across Wellspring Leeds academies.	

Review of the previous academic year

To be completed in November 2027.

Appendix 1 - BLPP Vision Statement for Education



2030 VISION

Our Vision: ***Inspiring today, making a difference tomorrow***

Our hopes and dreams for the next five years in the Barnsley Leeds Primary Partnership (BLPP) start with our **nurturing** ethos, the bedrock upon which our **Vision 2030** is built.
Everything we do is centered on creating a safe, loving and inspiring environment where children and adults alike can truly flourish and grow. This is where learning becomes a joyful, memorable journey and where every child can feel secure enough to explore their potential.

As a Partnership within our wider Trust, we are committed to being **child-focused** in every action, **ambitious** in our aspirations for every individual and **inclusive** in our approach to the world beyond.

- **Child-Focused:** We will put children at the heart of all that we do, ensuring their developmental needs and future success determine our practice and priorities. We will create compelling, **distinctive** experiences and **opportunities** that inspire them and build their self-worth.
- **Ambitious:** We will foster a culture of high expectations for every child and every member of our **workforce**. We will cultivate **aspirations** through a rich, diverse and ambitious curriculum, preparing our students not just for the next phase of their education, but also for their lives beyond.
- **Inclusive:** We will champion **equity and celebrate diversity**, working to ensure every child and adult feels a genuine sense of **belonging**. We will build **accessible and responsive** learning communities where all individuals, regardless of background or need, are seen, supported and challenged to achieve their full potential.

Through our Vision 2030, we will strive to embrace a global perspective, ensuring our students are prepared for **engagement in the world beyond the school gates**. We will make our schools **inspiring places to learn,** reflecting our commitment to **greener spaces**, enabling all children to explore the world around them and develop the life skills needed to thrive.

We recognise that learning is a shared journey, and we will work in **close partnership with our families**. We are committed to building strong, trusting relationships that ensure every family feels **welcome, informed, and actively involved** in their child's success.
Ultimately, our collective purpose is to prepare every child for their future, ensuring they develop both their academic skills and their social and emotional well-being. This is our vision: to create a nurturing, child-focused, ambitious and inclusive community where every child has the opportunity to be the best that they can be.

Appendix 2 - Inclusion KPIs for the BLPP Vision 2030

