Inclusion Strategy - Broadway Junior 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 that our current Inclusion Strategy covers	2026 - 2027
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027
Statement authorised by	D. Walton-Jonas, Headteacher

Whole School Vision & Values

The children are at the very heart of our vision, our aims, our hopes and our expectations. We aim to be a high achieving, inclusive school.

We **Work Hard** to give every child a wide range of exciting opportunities and experiences throughout their four years with us, promoting their personal, social and cultural development and helping them to flourish and to **Be Kind** in a 21st century world.

Our formal and informal curriculum is underpinned by high aspirations and a belief that, through endeavour and dedication, dreams can become a reality; all children can **Shine Bright** through their own individual interests and talents. Children are supported in our aim that all they will achieve highly (both now and in the future).

We strive to be an integral and valued part of the community that we serve – a school that everyone feels proud to belong to. We firmly believe that wellbeing for every member of our school community is vital for happiness, fulfilment and success.

Statement of Intent

At Broadway, our ultimate aim continues to be that we maximise the potential and life chances of each and every child, firstly by their access to quality teaching and learning opportunities, but by also ensuring that we enrich their lives through their participation in a diverse range of social and cultural experiences which are embedded in the school's day to day curriculum; these serve as a means of raising future aspirations and building character.

We firmly believe that education is a continuum and strive to equip each child, irrespective of their background, with the necessary fluency in reading, writing and mathematics, along with high levels of confidence and motivation, to prepare them for success at secondary level and beyond.

The challenges faced by all vulnerable pupils, including those who have a social worker, are known to Social Care and/or are young carers, will be considered. We aim to be a high achieving, inclusive school regardless of a child's circumstances. We do this by providing support for attendance, behaviour and special educational needs – our approaches are well embedded into an established Ordinarily Available Offer (OAO).

Our Inclusion Mainstream Funding (IMF), alongside the school's notional funding, sports premium and pupil premium funding, will be utilised strategically so that high quality teaching, targeted academic support and a range of wider strategies (detailed throughout) are funded to improve outcomes for everyone at Broadway Junior School.

Staff, at all levels, will have the opportunity to further develop their skills in assessment, and the teaching of basic skills, in order to deliver accurate interventions effectively.

Wellbeing is at the heart of everything we do at Broadway and is reflected within our whole school values and embedded into our school rules. We understand that children need to be present, happy and settled in order for effective learning to take place. We believe that maintaining a successful link with our families and by providing support to them, in addition to our children, is a key contributing factor in academic success, particularly for vulnerable children.

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.

No.	Detail of barrier to learning
1	There are increasing proportions of SEND need within school which is now 33% overall (2023-2024 = 24%). This trend is not forecast to reduce in the coming years as there are significantly higher proportions of SEND in LKS2.
2	The school is forecasting a falling roll in pupil numbers, alongside increasing proportions of SEND upon entry; therefore, budget constraints impact upon leaders' ability to maintain staffing levels (particularly TAs) at levels known previously.
3	Upon entry, high proportions of children do not demonstrate an understanding of the foundational knowledge needed to access the National Curriculum for KS2. Fluency within reading, mathematics, handwriting/letter formation/pencil grip (including Oracy) is significantly below age-related expectations for many children.
4	**Context:** Our school's IDACI figures represent high proportions of deprivation within our school's context - 62% of our school's population live in the top 10% of most deprived areas nationally. 37% live within the top 5%. 75% of our school's population live in the top 10% most deprived areas nationally in relation to Health. 54% live in the top 5%. **Subsequent Barrier:** • Attendance rates are lower for vulnerable groups vs. non. • A significant proportion of pupils have social, emotional and trauma-related needs which can hinder concentration, behaviour for learning and academic attainment and progress. The need for therapeutic and/or SEMH support is increasing. • Children with particular disadvantage/vulnerabilities are prevented from experiencing wider opportunities due to the ongoing rising cost of living.

Activity

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.

Barrier(s) Addressed	Description of Activity	Activity type	Total budgeted cost
1 & 2	Increase leadership capacity and reduce SEND administrative burden by: • 50% SENDCo release to support the identification and escalation of the graduated response, where required. This will allow dedicated time to support, and develop, OAO, SEND support and any intervention strategies utilised across the school. • Increasing Teaching Support within LKS2 (X1 0.8 Teacher across Y3&4) • Reducing class sizes, where required • Increasing access to QFT where intervention is offered from their year group teacher(s) • Increasing Administration Support • Outward facing leadership (Seconded HT – WE SEND School Improvement Programme) **Evidence Informed:** RISE Support – Inclusive Mainstream Education EEF – 5 a day: High Quality Teaching for Pupils with SEND EEF – Reducing Class Sizes **Principle Addressed:** • Ambitious Leadership and governance that embeds inclusion	Targeted	Staffing: £40,649.29 (50%) £56,512.59 £47,156.85 £8,834.44 Income – Circa £12,000

Barrier(s) Addressed	Description of Activity	Activity type	Total budgeted cost
3	Staff access CPD tailored to the needs of the school. Investment in packages of support which enhance the impact of quality first teaching and/or interventions which take place in school including: • **English:** RWI Phonics, SPAG.com, Letter Join, Dreambox Reading, Literacy Gold, Grammarsaurus, Fresh Start, Accelerated Reader, Oxford Owl • **Maths:** TTRS, Sumdog, Number Sense, Numbots • **Mental Health & Wellbeing:** My Happy Mind, Nurture UK, Social Skills Intervention, KAPOW • Wavelength Psychology (Educational Psychologist) – 9 days / 3 assessments per term • Behaviour Support Outreach Service (The Link School) – 20 hours • School Readers (Voluntary Role) well embedded and established Staffing arrangements include: • 0.5 teaching commitment for DHT (Y6 – 3 classes AM) • X1 HLTA: OPAL Lead – increasing children's access to physical activity, positive play and appropriate social interactions. • X3 TAs (1 supply): Classroom support and opportunities to deliver intervention. • Additional time for Lunchtime Supervisors to support (15 mins per day) vulnerable, targeted children. • Teaching support allocated to PPA release allowing for QFT to remain a feature of our entire teaching timetable. **Evidence Informed:** EEF – Special Educational Needs in Mainstream Schools EEF – Making Best Use of Teaching Assistants **Principle Addressed:** • Evidence-based support prioritising early intervention. • High quality adaptive teaching with curriculum designed for all learners	Targeted Targeted + Universal	£2,736 – Subscriptions Staffing: £37,118.49 £26,434.49 £26,434.49 £48,940.50 (50%) £16,141.50 (- Top Up)

Barrier(s) Addressed	Description of Activity	Activity type	Total budgeted cost
4	• Continuing to fund a TLR3 for an Assistant SENDCo role (with a focus on Mental Health and Wellbeing/Personal Development). Fortnightly release time enables the role to be effectively led and embedded into school practice • Ongoing school funding allocated to off site visits and/or visitors into school which further enriches our curriculum offer and subsequently provides experiences to pupils which can be, at times, out of reach to families • Children access Healthy Heads (NHS) via our allocated worker • Implementation of Classroom Cosy Corners including predictable classroom environments which have all been redeveloped recently • Pupil Voice is high profile including the role of our Inclusion Ambassadors Staffing arrangements include: • FT PSO: Support for children, and families, alike • Sensory Support including regulation (Sensory Circuits) • X1 0.6 PPA Teacher (Computing Expert) • Music Teacher (X1 morning per week) • Drumming Teacher – available free of charge to interested/talented pupils **Evidence Informed:** EEF – Guide to Inclusive Teaching EEF – Using Digital Technologies DFE – Enrichment Benchmarks Anna Freud – Mentally Healthy Schools Attendance Toolkit **Principle Addressed:** • Enriching provision beyond the classroom that all children can access • A safe and respectful culture fostering belonging, attendance, and participation in learning • Strong partnerships with families and wider services • Inclusive environments with continuous improvements to accessibility	Universal Targeted + Targeted Targeted + Universal	£1,500 £26,391.05 (50%) Music Teacher: £35 ph x 38 = £1,330 £10,000 – Environmental Changes (Supported by IMF in 26-27)

Total cost = £325,444.69

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
1	The school maintains a highly inclusive learning environment that enables the growing number of pupils with SEND to access the curriculum, make strong progress, and participate fully in school life through effective universal and targeted provision.	By end of year: • Children, identified early, are swiftly referred into appropriate agencies/pathways. • Decreased absence rates for those in a vulnerable group. • Parent and Pupil Voice demonstrate high levels of satisfaction for the support received. • Personal development trackers show that pupils are included and have access to an equitable offer at Broadway Junior School.
2	The school sustains an inclusive, high-quality educational offer despite financial pressures by deploying staff and resources strategically, strengthening Quality First Teaching, and ensuring pupils with SEND can access the full curriculum and achieve positive outcomes.	By end of year: • Staff have the knowledge, skills and confidence to identify barriers to learning and implement effective, evidence-informed adaptations. • Interventions are carefully selected, targeted and regularly evaluated to demonstrate measurable impact and value for money. • Evidential progress, over time, in pupils' books where FAB marking leads to adaptive teaching and/or improvements in work. • Over time, pupils in LKS2 have greater access to an age-appropriate curriculum (resulting from the QFT in place) – focus on MAP and HAP.
3	Pupils rapidly develop the foundational knowledge, language and learning behaviours needed to access the Key Stage 2 curriculum, enabling them to engage successfully with age-related learning and make strong progress across all subjects.	By end of year: • Pupils accessing interventions make quantifiable gains in pre and post data analysis. • The school's EOKS2 outcomes, including MTC outcomes, reach at least national outcomes. • Targeted teaching and interventions address gaps in early reading, phonics, spelling, handwriting, vocabulary, number fluency and other essential prerequisite knowledge. • Teachers identify and address misconceptions and gaps in foundational knowledge through responsive assessment and adaptive teaching (application of FAB Marking/Broadway's Teaching Toolkit). • Lessons are of a high quality and reflect the school's curriculum design with specific adaptations where required.

	Intended outcome	Success criteria
4	Vulnerable pupils attend school regularly, feel safe and supported, and are able to engage positively in learning. A graduated approach to pastoral, therapeutic and SEMH support enables pupils to develop self-regulation skills, improve wellbeing and, in turn, achieve positive educational outcomes.	By the end of the year: • Decreased absence rates for those in a vulnerable group. • SEMH intervention assessments show improvements vs pre and post. • A reduction in suspension rates for SEND children. • CPOMS Logs indicate that issues stemming from an SEMH need are minimised and there is a reduction in negative behaviour incidents. • Class behaviour trackers indicate that behaviours for learning in lessons are positive.

Review

To be included in Year 2 of the strategy (2027-2028)

Further Information

To be read in conjunction with:

- Pupil Premium Strategy – Click Here
- Sports Premium – Click Here
- School SEND Information / OAO – Click Here