Inclusion Strategy – Trinity St Mary's CofE Voluntary Aided Primary School, South Woodham Ferrers

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 to 2028
Date this statement was published	December 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Janet Hoy Headteacher

Statement of intent

At Trinity St Mary's CofE Voluntary Aided Primary School, South Woodham Ferrers, our ultimate objective is that every child, including those with SEND, feels a strong sense of belonging; we identify and remove barriers to learning and participation as early as possible; every child can take a full and active part in school life; high quality, inclusive teaching meets the needs of all our learners; and we work in close partnership with families and the wider school community. We are committed to building an inclusive core offer for all pupils, alongside timely, targeted support for those who need it.

This strategy works towards that objective by combining a strong universal offer with early, evidence-informed intervention. We deploy our budgets according to identified need, to strengthen inclusive teaching, support emotional wellbeing and belonging, and identify and remove barriers to learning and participation as early as possible.

As an Essex school, we have also aligned this strategy to the six pillars of the Essex Inclusion Strategy, Equity and Excellence for All: relationships; wellbeing; attending; participating; achieving; and moving on. The activities in this strategy are signposted to the pillar or pillars they contribute to, so our school-level work can be read alongside the county-wide strategy. Our shared ambition is that every child feels safe, valued and knows that they belong.

In developing this strategy we have addressed the 7 principles of inclusion and worked with our staff, families and the wider school community. To understand the barriers our pupils face, we drew on classroom observation and engagement with teachers; internal assessments; engagement with families and pupils; discussions with external professionals; data on send, attendance, behaviour and attainment. We will keep this statement under review so that it continues to reflect the needs of our cohort.

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, language and communication needs

	Detail of barrier to learning (including notable trends or themes over time, such as a growing prevalence or increasing complexity)
2	Gaps in reading and literacy *(our leading priority this year)*
3	Gaps in numeracy
4	Attention, focus and executive function
5	Social, emotional and mental health needs, including anxiety and low mood
6	Difficulty with emotional regulation
7	Sensory processing and self regulation needs
8	Difficulty with transitions between settings, year groups or key stages

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)
Strengthen systems for collecting and analysing data to better understand needs across the school Addresses barrier(s): 1, 2, 3, 5 **Essex pillar: Achieving**	Universal	Develop internal systems, CPD via Essex and associated training, shared budget with the early identification activity. Shared allocation
Join or form local professional networks with other schools to share resources and expertise Addresses barrier(s): 2, 3, 4, 5, 6, 7, 8 **Essex pillar: Relationships**	Universal	Continue to work with local professionals and networks including partnership to improve learning and our inclusive offer. £0

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)
Identify needs early and put targeted support in place as soon as they emerge, without waiting for formal assessment Addresses barrier(s): 1, 2, 3, 4, 5, 6, 7, 8 **Essex pillar: Achieving**	Targeted	£2000 allocated for Wellcomm addressing language needs. Systems purchased to identify and support English and maths needs such as Sandwell Maths and Literacy/ Maths Gold.
Provide professional development focused on improving classroom teaching Addresses barrier(s): 1, 2, 3, 4, 5, 6, 7 **Essex pillar: Achieving**	Universal	£4000 allocated for SENCO to work in classroom supporting adaptive teaching and use of ordinarily available addressing targeted and universal support in the classroom. £1500 allocated for specific external specialists/ providers to address professional development.
Deliver activities that build life skills, independence, creative arts or sport Addresses barrier(s): 5 **Essex pillar: Achieving**	Universal	£509 allocated for enhancing our wellbeing offer and clubs targeted throughout the year.
Develop quiet spaces and structured activities for breaktimes and lunchtimes Addresses barrier(s): 1, 5, 6, 7 **Essex pillar: Participating and Wellbeing**	Universal	Continuous development of identified areas around the school – from existing budget £0

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)
Use a framework to understand pupil, family and staff belonging, for example anonymous surveys Addresses barrier(s): 5 **Essex pillar: Relationships**	Universal	Initially using free surveys which will be analysed by SLT and actioned through other areas being addressed and funded through the strategy. £0
Develop guidance for parents and carers, signposting wider services and supporting learning at home Addresses barrier(s): 1, 2, 3, 4, 5, 6 **Essex pillar: Relationships and Achieving**	Universal	Continuation of filtering emails and information received identifying specific areas needed for our families and then signposting as needed. £0
Create visual supports such as timetables and communication aids Addresses barrier(s): 1, 2, 3, 4, 5, 8 **Essex pillar: Achieving**	Universal	Monitoring need for identified children and addressing as needed e.g. potentially explore Widget £0

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
Improved attainment and progress in learning for pupils with additional needs	Internal assessment data shows pupils with additional needs making expected or better progress from their starting points.
A stronger sense of belonging and wellbeing across the cohort	Pupil voice and wellbeing surveys show an increase in pupils reporting they feel they belong and are supported.

Intended outcome	Success criteria
Improved engagement and participation in lessons and wider school life	Increased participation in enrichment, trips and clubs, with engagement tracked through registers and lesson observation.
Greater staff confidence and consistency in inclusive, adaptive teaching	Staff surveys and learning walks show increased confidence and more consistent use of inclusive, adaptive teaching strategies.
Earlier identification of needs, and earlier support	Needs are identified and support put in place sooner, evidenced by the time between first concern and support being recorded.
Improved speech, language and communication across the cohort	Language screening and teacher assessment show more children reaching age-related expectations in communication.
A narrowing attainment gap between pupils with SEND and their peers	Internal and national assessment data show the gap between pupils with SEND and their peers narrowing over the year.
Smoother transitions into, within and out of school	Pupil, parent and staff feedback shows transitions are well supported, with fewer concerns raised at key transition points.

Review of the previous academic year

This is our first inclusion strategy under the inclusive mainstream fund, so there is no previous academic year to review. We will assess the impact of this strategy at the end of the year, drawing on assessment data, attendance, engagement and pupil and family feedback, and use what we learn to shape next year's strategy.

Our strategy and the Essex Inclusion Strategy

As an Essex school, we have signposted the activities in this strategy to the six pillars of the Essex Inclusion Strategy. Where an activity contributes to two pillars it is shown under both. This annex sets out that alignment so our governors, our school cluster and the local authority can read our statutory strategy alongside the county-wide one. Our shared ambition: every child feels safe, valued and knows that they belong.

Child and family centred	Partnership and co-production	Evidence and outcomes focused	Consistent, equitable and sustainable
Support shaped around children and families, not systems.	Built with pupils, families and our cluster.	Each activity links to a success measure.	The same quality of support for every child, every year.

ESSEX PILLAR 1 · RELATIONSHIPS

Positive, mutually respectful relationships that support the inclusion of every pupil

What our audit and voices told us	How this strategy responds
We are proud of the positive, respectful relationships that ensure every pupil feels valued and included. Guided by our Christian ethos, vision, values and motto, we nurture a community where everyone can flourish. We will continue to develop and build strong partnerships we have with parents, staff, governors and the wider community, working together to ensure every pupil feels valued, supported and included.	• Join or form local professional networks with other schools to share resources and expertise • Use a framework to understand pupil, family and staff belonging, for example anonymous surveys • Develop guidance for parents and carers, signposting wider services and supporting learning at home

Essex outcome under this pillar: Positive, mutually respectful relationships underpin and support the inclusion of all pupils.

ESSEX PILLAR 2 · WELLBEING

The wellbeing of every member of the school community is well supported

What our audit and voices told us	How this strategy responds
The wellbeing of the school community is a key strength, underpinned by targeted support, the Wellbeing Snug, and a caring ethos that has earned the school a strong reputation with families and the wider community. We will continue to expand our offer and address needs in accordance with our pupils and their families.	Barriers 5, 6 and 7, addressed through: • Develop quiet spaces and structured activities for breaktimes and lunchtimes

Essex outcome under this pillar: The wellbeing of all members of school communities is well-supported (supported by our intended outcomes).

ESSEX PILLAR 3 · ATTENDING

Every pupil enjoying school and attending well

What our audit and voices told us	How this strategy responds
Pupils attend well, with attendance in line with or above national and local figures. We work closely with families to address barriers to attendance, following Essex guidance to prevent persistent absence. Regular monitoring ensures concerns are identified and addressed promptly.	We will continue to work closely with the attendance team internally and externally, our inclusion partner and wider supportive services as needed. Our strong wellbeing ethos supports this pillar within our school.

Essex outcome under this pillar: All pupils enjoy school and have high levels of attendance.

ESSEX PILLAR 4 · PARTICIPATING

Every pupil able and eager to take part in all aspects of school life

What our audit and voices told us	How this strategy responds
Our families and pupils show strong participation at Trinity St. Mary's. We will continue to develop our provision to ensure all pupils and families feel supported, included and able to engage in school life.	• Develop quiet spaces and structured activities for breaktimes and lunchtimes

Essex outcome under this pillar: All pupils are empowered and eager to participate in all aspects of school life (supported by our intended outcomes).

ESSEX PILLAR 5 · ACHIEVING

An equitable, high-quality curriculum that supports every pupil to achieve well

What our audit and voices told us	How this strategy responds
We are strongly committed to delivering an equitable, high-quality curriculum that enables every pupil to achieve well. To realise this ambition fully, we recognise the need to further develop quality-first teaching and adaptive practice across the school, ensuring consistently strong outcomes for all learners.	Barriers 1, 2, 3 and 4, addressed through: ● Strengthen systems for collecting and analysing data to better understand needs across the school ● Identify needs early and put targeted support in place as soon as they emerge, without waiting for formal assessment ● Provide professional development focused on improving classroom teaching ● Deliver activities that build life skills, independence, creative arts or sport ● Develop guidance for parents and carers, signposting wider services and supporting learning at home ● Create visual supports such as timetables and communication aids

Essex outcome under this pillar: An equitable, high-quality curriculum supports all pupils to achieve well (supported by our intended outcomes).

ESSEX PILLAR 6 · MOVING ON

Every pupil well supported to move on to the right next step

What our audit and voices told us	How this strategy responds
Trinity ensure children develop the skills, knowledge, and confidence required to move successfully to their next phase of learning and life.	Barrier 8, addressed through: - New to reception transition sessions - End of year transition session in preparation to move on to the next school year and develop strong relations with their new class teacher and peers - Transition sessions to secondary school in year 5 and 6 - Transition programme developed with local primary schools and secondary school to support children with SEMH needs. - External providers supporting at different stages for example school nurse, dentist, road safety, online line safety. - Sex and relationship programme devised at age appropriate level and delivered in accordance with statutory guidance.

Essex outcome under this pillar: All pupils are well-supported to move on to appropriate next steps (supported by our intended outcomes).

Our leading priority this year: Gaps in reading and literacy.

With our school cluster	With Experts at Hand	With children and families
Through cluster working we help to identify shared pressures across the locality, offer peer challenge and share effective inclusive practice between settings.	Where a child needs more than we can provide alone, this strategy is our evidence base for timely, needs-led requests, so specialist advice builds our staff's skills and confidence.	Developed with our pupils and families, whose voice tells us whether children feel safe, valued and that they belong.

Supporting more children, earlier and closer to home. Working together for an inclusive, equitable and thriving Essex.