Inclusion Strategy

Captain Cook 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	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Victoria Emms
Allocated IMF Grant	£16,700

Statement of intent

At the heart of our school is a commitment to ensuring that every child is seen, valued, included and enabled to thrive. We believe that inclusion is not an additional initiative but a fundamental part of high-quality education. Our ambition is that all pupils, including those with Special Educational Needs and Disabilities (SEND) and additional needs, access an ambitious curriculum, participate fully in school life and are prepared for a fulfilling and meaningful future. This vision is underpinned by Captain Cook's Inclusive Excellence driver, the Lingfield Education Trust SEND Strategy and the principles of the Lingfield Teaching Compass, which place inclusion at the centre of teaching, learning and school improvement.

Our inclusion strategy is built upon the principle of being ***"inclusive by design"****. We start with the needs of the most vulnerable learners, recognising that effective provision for these pupils benefits all children. High-quality adaptive teaching is our primary means of support, ensuring that barriers to learning are identified and addressed within everyday classroom practice. Through the Lingfield Teaching Compass, staff are supported to deliver teaching that is structured, evidence-informed and responsive to pupils' needs through strong classroom culture, effective curriculum planning, precise instruction, responsive feedback and adaptive teaching strategies.*

Our strategy directly addresses the ***seven principles of inclusion****. Through ambitious leadership and governance, inclusion remains a strategic priority, with regular oversight of SEND provision, outcomes and school improvement. Evidence-based support and early intervention ensure that needs are identified promptly and that appropriate provision is implemented as early as possible. High-quality adaptive teaching is beginning to enable all pupils to access an ambitious curriculum, while targeted interventions provide additional support where required.*

*We are committed to providing **enriching opportunities beyond the classroom** and actively monitor participation in a growing number of clubs, educational visits, residentials and wider curriculum activities to ensure that pupils with SEND can access the full life of the school. We foster a safe, respectful and inclusive culture where children experience a strong sense of belonging, attend regularly and engage positively in learning. A renewed focus on consistent routines, positive relationships and high expectations support this culture.*

*Strong partnerships are fundamental to our approach. We recognise **parents and carers as key partners** in understanding and meeting children's needs. Our inclusion strategy has been shaped by ongoing engagement with families, pupils, governors and wider stakeholders through consultation, questionnaires, reviews and focus groups. We also work closely with external agencies and services to ensure coordinated support for children and their families.*

*Finally, we are committed to **creating inclusive environments** and continually improving accessibility. Through accessibility planning, SEND culture reviews, quality assurance processes and ongoing evaluation, we seek to remove barriers to participation and learning for all pupils. Our ultimate aim is to ensure that every child feels they belong, achieves their potential and leaves our school equipped for future success.*

Our Inclusion Strategy is delivered through the combined use of our delegated school budget, notional SEND funding and the Inclusive Mainstream Fund. Notional SEND funding supports the delivery of our graduated approach, specialist provision and targeted SEND support. The Inclusive Mainstream Fund enables us to further develop inclusive universal provision, strengthen adaptive teaching, improve early intervention, enhance staff expertise and remove barriers to participation for all pupils. Together, these funding streams support our ambition to be inclusive by design and ensure that every child can 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. The barriers identified within this strategy have been informed by lesson observation, attainment information, behaviour and attendance analysis, SEND reviews, discussions with staff and external professionals, and engagement with pupils and families.

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	Limitations and inconsistency in teacher knowledge and application of **high quality adaptive teaching practices**
2	The growing prevalence and increasing complexity of those with **SEMH needs**, leading to required development of a safe and respectful culture for all
3	A growing prevalence of **low levels of language** when children join the school in EYFS
4	**Classroom learning environments** which do not universally meet the needs of all children with all needs.

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)*
Trust-wide pooled activity The following Trust-wide activities have been funded through the pooling of resources, in line with DfE IMF guidance, Trust financial governance arrangements and inclusion expert panel recommendations.		
SEMH Outreach Advisor The pooled IMF funding has facilitated the creation of a 0.4FTE position to support schools in both creating and strengthening strong in-school inclusive cultures, but also to support the development of bespoke packages of support for individual children. *The EEF Improving Behaviour in Schools guidance highlights that improving outcomes for pupils with SEMH needs requires a whole-school approach that combines strong relationships, consistent routines, effective behaviour systems and targeted support for individual pupils. Leadership capacity and specialist expertise are important factors in successful implementation.* *The EEF Special Educational Needs in Mainstream Schools guidance recommends ensuring that schools can access specialist expertise to support staff in identifying needs, adapting provision and implementing evidence-informed approaches before difficulties escalate. Early intervention and graduated support are particularly important for pupils with emerging SEMH needs.*	Universal and Targeted Activity **Barrier Addressed: 2**	Our contribution to the Trust IMF Pool is: £4248
EYFS and Launchpad for Literacy Advisor The pooled IMF funding has facilitated the creation of a further 0.4FTE position to support schools in the successful launch and guided	Universal Activity	

implementation of the Launchpad for Literacy Programme (see school activity below). The approach focuses on developing staff expertise in identifying literacy readiness skills, speech and language needs and developmental barriers to reading and writing. Implement Launchpad assessment and tracking systems across EYFS and KS1 to identify gaps in speech, language, communication, visual processing, auditory processing, fine motor development and literacy readiness skills. *EEF Special Educational Needs in Mainstream Schools recommends early identification and evidence-informed responses before difficulties become entrenched.* *Oral language approaches are recognised by the EEF as having a positive impact on learning and literacy development*	**Barrier Addressed: 3**	
School-level activity		
Teaching Compass Train-the-Trainer Programme Termly Trust-wide implementation events for Headteachers, SENDCOs and Teaching Compass Ambassadors focused on adaptive teaching, inclusive classroom culture, language-rich environments, explicit instruction and scaffolding. Participants develop school implementation plans and resources for local delivery. Ambassadors and senior leaders cascade training through INSET, staff meetings and professional learning communities to improve classroom practice for all learners. *EEF Effective Professional Development Guidance Report; DfE guidance identifies workforce development as a key mechanism for strengthening inclusive universal provision.*	Universal Activity **Barriers Addressed:** 1,2,3,4	12 days cover each year, to enable staff to attend the training and develop local implementation plans for implementation: £2400
Teaching Compass Quality Assurance Cycle, including Coaching and Professional Growth Pathways Teachers engage in coaching, deliberate practice and professional growth reviews linked to identified Teaching Compass priorities. Termly learning walks, environment audits, pupil voice	Universal Activity **Barriers Addressed:** 1,2,3,4	12 days cover each year, to enable staff to meet with coaches, monitor lessons and reflect on practice: £2400

activities, book scrutiny and implementation reviews to evaluate impact and identify next steps. *EEF Effective Professional Development Guidance identifies coaching as a high-impact approach for embedding changes to practice. DfE guidance states that implementation should be monitored, evaluated and refined over time rather than treated as a one-off event*		
Classroom Culture and Belonging Programme, linked to Pillar A Implementation of consistent routines, positive behaviour approaches and classroom culture systems through Teaching Compass Pillar A. *EEF Improving Behaviour in Schools Guidance supports the use of consistent routines and predictable environments.*	Universal Activity **Barriers Addressed:** 2	Costs linked the above activities
Behaviour, SEMH and Inclusion Leadership Conference Attend a Trust-wide Behaviour, SEMH and Inclusion Conference in partnership with Keith Bates Behaviour Consultancy for Headteachers, and behaviour leads, focussing on developing leaders' understanding of behaviour as communication, promoting inclusive behaviour systems, strengthening responses to SEMH needs, supporting staff wellbeing and building cultures of belonging. We will develop local action plans which are monitored through Trust quality assurance processes and linked to wider Teaching Compass implementation. *EEF Improving Behaviour in Schools Guidance supports the upskilling of all staff to manage behaviours consistently, as well as working in partnership with parents*	Universal and Targeted Activity **Barriers Addressed:** 2	Conference Cost: £200 school contribution and associated release costs for staff. Cover to work with individual staff in order to implement the plans: £1000
Language-Rich Classroom Development Programme, linked to Pillar A Development of classroom talk, vocabulary instruction, oracy practices and language-rich learning environments across the school. *EEF evidence identifies oral language approaches as having a significant positive impact on learning outcomes.*	Universal Activity **Barriers Addressed:** 3, 4	Costs linked the above activities for Launchpad. Classroom resource costs: Widgit £300 Seesaw £1,000

Launchpad for Literacy Train-the-Trainer and School Implementation Programme School literacy leaders, SENDCOs, EYFS leaders and/or identified Launchpad Champions attend Launchpad for Literacy training and implementation events. Champions lead the rollout within their schools, including staff training, coaching and support for classroom implementation in partnership with Trust support. The approach focuses on developing staff expertise in identifying literacy readiness skills, speech and language needs and developmental barriers to reading and writing. Implement Launchpad assessment and tracking systems across EYFS and KS1 to identify gaps in speech, language, communication, visual processing, auditory processing, fine motor development and literacy readiness skills. Assessment information is used to identify next steps, target support and strengthen quality first teaching. Particular focus is given to pupils vulnerable to underachievement and those at risk of SEND. Parent workshops and guidance linked to communication, language and literacy development. *EEF Special Educational Needs in Mainstream Schools recommends early identification and evidence-informed responses before difficulties become entrenched.* *Oral language approaches are recognised by the EEF as having a positive impact on learning and literacy development*	Universal Activity **Barriers Addressed:** 1, 3, 4	Subscription cost: £400 Cover to work with individual staff in order to implement the plans: £2000
The Endeavour Trail- a structured, large-scale indoor sensory and movement circuit. The trail will provide pupils with planned opportunities for proprioceptive, vestibular and gross-motor activity to support sensory regulation, attention and readiness to learn. It will particularly support pupils who experience difficulties with self-regulation, sensory processing, sustained attention or accessing learning within a traditional classroom environment. The provision will enable staff to offer proactive, structured movement and regulation opportunities as part of pupils' individual support, reducing barriers to engagement and increasing successful participation in classroom learning.	Universal and Targeted Activity **Barriers Addressed:** 1, 2 & 4	Implementation and resource costs £1000

EEF- Special Educational Needs in Mainstream Schools: The EEF recommends that schools develop a flexible and responsive approach to meeting the individual needs of pupils with SEND, ensuring that additional provision enables pupils to access high-quality teaching.		
Whole school Now and Next Boards- Pupils experience greater predictability, independence and successful engagement in classroom routines and learning with every classroom having a consistent offer of the Now & Next Boards. *EEF – Special Educational Needs in Mainstream Schools: EEF recommends the use of evidence-informed strategies including explicit instruction and scaffolding to support pupils with SEND.*	Universal and Targeted Activity **Barriers Addressed:** 1 & 4	Implementation and resource costs £500
Enhance 'The Harbour'- a purposeful SEND regulation and intervention environment. Enhance 'The Harbour' to provide a calm, structured and adaptable environment for pupils who require additional support with sensory regulation, emotional regulation, communication and readiness to learn. Investment will include appropriate sensory and regulation resources, soft furnishings, defined intervention areas and resources to support purposeful movement and sensory exploration. *EEF evidence: Special Educational Needs in Mainstream Schools emphasises the importance of understanding pupils' individual needs and providing targeted support alongside high-quality teaching. The Harbour will enable staff to respond flexibly to identified barriers, providing additional support that enables pupils to regulate, re-engage and successfully access their mainstream classroom provision.*	Universal and Targeted Activity **Barriers Addressed:** 1, 2,3 & 4	Implementation and resource costs £1000 Staffing Cost – SENDCO /TA £50,000 per academic year Most of the additional cost will be absorbed by the school budget.

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
A more effective range of adaptive teaching strategies is consistently embedded across all classrooms	• Teaching Compass learning walks demonstrate at least 90% compliance with agreed adaptive teaching expectations by July 2027. • 100% of teachers engage in Teaching Compass professional development and coaching cycles. • Monitoring evidence demonstrates improved use of scaffolding, questioning, deployment of adults and responsive teaching strategies. • SEND and disadvantaged pupils report improved access to learning through pupil voice activities
The proportion of children reaching ambitious targets and making strong progress improves from 2025/26 outcomes	• Progress measures for SEND pupils improve from 2025/26 outcomes in reading, writing and maths, with SEND pupils meeting or exceeding expected progress. • Pupils with SEND meet or exceed the individual targets agreed through the graduated approach • Internal data demonstrates narrowing attainment gaps between SEND and non-SEND pupils where appropriate. • All pupils, including those assessed through alternative assessment systems such as PIVATS, demonstrate appropriate progress from their starting points
Suspension rates fall through improved inclusive practice and earlier intervention	• Suspension rates reduce compared to 2025/26 figures. • Repeat suspensions reduce across identified vulnerable groups. • Individual behaviour support plans are implemented and monitored for all pupils requiring targeted SEMH support. • School leaders evidence the consistent application of behaviour systems and graduated SEMH support
Attendance improves as barriers to learning and access reduce	• Whole-school attendance increases from 96.6% to an ambitious target of 98%. • Attendance for pupils with SEND continues to be above national averages. • Persistent absence among pupils with SEND • Attendance monitoring demonstrates earlier intervention and more effective support for pupils experiencing barriers to attendance
Effective early identification and targeted support are embedded within EYFS through	• 100% of EYFS pupils complete Launchpad baseline assessments. • Identified gaps in communication, language and literacy readiness are addressed through targeted support plans. • Staff consistently use Launchpad assessment information to inform classroom provision and intervention. • The first 20% of pupils identified through Launchpad demonstrate progress in previously identified literacy readiness gaps.

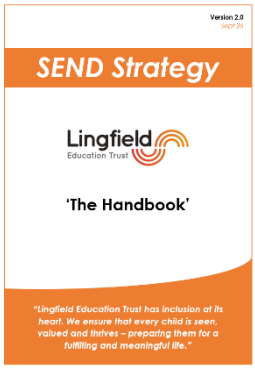
Launchpad for Literacy	
A greater proportion of pupils leave EYFS ready to access the Key Stage 1 curriculum successfully	• The percentage of pupils achieving a Good Level of Development remains above national averages. • The percentage of pupils achieving expected levels in Communication and Language increases from 75% to 82%. • At least 75% of pupils demonstrate expected phonics readiness by the end of EYFS. • KS1 teachers report improved readiness in language, communication, attention and early literacy skills for pupils transferring from EYFS.
Pupils with SEND experience a stronger sense of belonging and participation within school life	• Pupil voice surveys show improved perceptions of belonging and inclusion. • Participation rates for pupils with SEND in at least one extra-curricular activity increase • parents responding to surveys indicate confidence in the school's inclusive provision. • SEND pupil attendance and engagement indicators improve from baseline measures
Pupils with identified SEMH, sensory, regulation and movement needs are better able to regulate, engage and successfully access learning.	• Identified pupils have access to structured movement and sensory-regulation opportunities through The Endeavour Trail and The Harbour, matched to their individual needs. • Identified pupils demonstrate improved regulation and readiness to learn from their individual baseline measures. • Identified pupils show increased successful engagement in classroom learning following targeted movement or regulation support. • The frequency and/or duration of incidents where identified pupils are unable to access classroom learning due to dysregulation reduces from baseline measures. • SEND Support Plans and EHCP reviews demonstrate measurable progress towards individual outcomes relating to regulation, attention, independence and engagement. • Pupil voice demonstrates that identified pupils can increasingly recognise their own regulation needs and identify strategies that help them to be ready to learn. • Staff report increased confidence in identifying sensory and regulation needs and using appropriate strategies proactively rather than reactively. • Monitoring demonstrates that The Harbour and Endeavour Trail are used as planned, purposeful interventions, with pupils supported to return successfully to their classroom and learning. • Over time, identified pupils demonstrate increased independence in regulating their sensory and movement needs, reducing reliance on adult-directed regulation strategies.

Review of the previous academic year

N/A for this initial strategy

Further information

Our school Inclusion Strategy is an integral part of our overall 'Trust SEND Strategy', which is a strategic overview of our shared commitment and approach to children with additional needs across Lingfield Trust. The handbook contains the detail accompanying each individual component of the strategy.



Below is an 'at a glance overview' of the Trust SEND Strategy, and its underlying components.

SEND Strategy | At a Glance Overview

Our Trust Vision… what do we want to be remembered for?

Lingfield Education Trust has inclusion at its heart. We ensure that every child is seen, valued and thrives – preparing them for a fulfilling and meaningful life.

Strategy Pillars

Culture

SEND is everyone's responsibility

- Trust 'guiding principles' and mission
- Trust SEND charters
- Trust SEND strategic priorities
- Clear roles and responsibilities – Trust leadership and governance
- Consistent induction for all staff – our Trust mission, culture and guiding principles
- A 'resource base' culture
- 'Lived Experience' Tracker
- Language Focussed Policy

Common Core Offer

'SEND from the Start'

- The' Lingfield Teaching Compass' (LTC) is rooted in QFT for all children, but particularly for those with SEND
- Pedagogy Post – monthly briefing
- A common culture underpinned by a shared strategy of strong practice
- SEND assessment surgeries
- EY SEND system
- Universal 'Launchpad to Literacy' approach
- School Layers of Support

Consistency in Quality

Confidence in Compliance

- Locally adapted Trust SEND policy
- Trust SEND information report and accessibility plan templates
- Inclusion Strategy – Trust Approach
- SEND register & categorisation approach
- PIVATS assessment materials and training
- Optional shared templates (planning, monitoring, assuring)
- Network led resource directory
- Trust SENCo Induction

Community of Learning

Developing Together

- The 'Lingfield Teaching Compass' is the bedrock of the Professional Growth Pathway
- SEND specialist directory
- SENDCO network
- Training directory
- Specialist SEND training for SEND governance
- TA training suite
- National College CPD library
- 'Vulnerable Pupil Panel' (VPP)
- Inclusion Expert Panel (IEP)

Confidence

Culture Temperature Checks

- Biannual mainstream SEND culture review
- Biannual resource base review – Trust Toolkit
- Annual website check (SEND)
- SEND trend review – outcomes, attendance, behaviour
- SEND trustee and LGB assurance visits & reports
- Annual report / presentation to LGB
- Pupil / parent SEND questionnaire and focus groups

Strategy Principles

- Great schools welcome all children
- Great teachers can teach all children
- Start with the most vulnerable to get it right for all
- High aspiration and achievement takes many forms
- Dignity for all children, all of the time
- Inclusion extends beyond the classroom

26/27 Strategic Priorities

- *Further develop the **Lingfield Teaching Compass** application, with a focus on adaptive teaching*
- *Develop SEND **Culture Checks – for Resource Bases** in line with DFE 'Inclusion Bases' guidance.*
- *Embrace **'Launchpad'** as the Trust response to SLCN deficit in EYFS, with the increase of Trust EYFS advisory support.*
- *Ensure that all school's **Inclusion Strategies** are of the highest quality and value and aligned with the Trust 'pooled offer'.*
- *Launch the Trust **SEMH support offer** for those pupils with the most significant needs, with the aim to reduce suspension rates across the Trust.*

Lingfield Education Trust Guiding Principles

The most vulnerable deserve the best	The secret is to gang up on the problem…not each other	Be kind…everyone is facing a hard battle	High challenge….High hold	One size does not fit all…