

Inclusion Strategy – Donington Cowley Endowed 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	7 th September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Sophie Foston Executive Headteacher
Allocation for academic year	£12,832.39

Statement of intent

Donington Cowley Endowed Primary School has high expectation for all children. Governors, and school leaders share a commitment to ensuring that inclusion and belonging are prioritised across all aspects of school life. We are passionate for all pupils and ensure every opportunity to succeed is provided.

School leaders and teaching staff are passionate for all pupils and ensure every opportunity to succeed; no child is left behind. SEND pupils access an ambitious curriculum offer, with appropriate adjustments made across all subjects to enable this. Enrichment is prioritised with opportunities available to all pupils, broadening horizons through experiences beyond the curriculum.

Our approach to SEND is characterised by the understanding that every teacher and every leader is a teacher and leader of SEND. Ensuring a shared understanding and supporting staff in developing their knowledge and understanding of SEND is prioritised by school leaders through effectively planned and targeted professional development to ensure proactivity and confidence in responding to individual learning needs. We utilise a wide range of resources and facilities, providing holistic sensory, academic, social and emotional learning provisions. to provide universal and targeted support within and outside of the classroom,

High quality, responsive pastoral support and strong systems of wellbeing provision within and outside of the curriculum, underpinned by an ethos of care and belonging, ensures effective support for vulnerable pupils.

Leaders are committed to establishing strong, supportive relationships with parents and carers and specialist partners to ensure effective communication and triangulated support around the child.

We are immensely proud to have been awarded the IQM Inclusive Schools Award in February 2026 recognising our commitment to embedding inclusive practice at the heart of everything we do.

This Inclusion Strategy builds upon existing effective practices to uphold the 7 principles of inclusion:

- ambitious leadership and governance that embeds inclusion
- evidence-based support prioritising early intervention
- high-quality adaptive teaching with curriculum designed for all learners
- 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

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
1	Pupil dysregulation in the classroom environment
2	SEND pupil progress and attainment across core subjects
3	Pupil emotional wellbeing and mental health concerns
4	Poor attendance
5	Limited access to specialist services for advice and support

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	Activity type	Total budgeted cost
Specialist CPD- Adaptive Practice through LEARN for teaching and support staff to develop adaptive practices and strategies within the classroom and strengthen expertise.	Universal: CPD- High quality adaptive provision	£1000
Development of Inclusion Base (Robin's Nest) support through additional staffing and resources – enabling greater access for dysregulated pupils and those who require additional support outside of the classroom	Targeted: Specialist support within inclusive environment	£7,000
Additional SENDCo support- allocation towards SEND HLTA	Universal: Development of SEND Leadership and Management	£1,000
Increased ELSA support- allocation towards additional staff member to deliver	Targeted: Mental Health and Wellbeing support	£600
Increased academic support in UKS2 for SEND pupils to provide targeted support with the classroom within core subjects	Universal: Progress and Attainment	£2480
Attendance officer to provide support for vulnerable pupils and families	Universal: Attendance and participation in learning	£750
2026/2027 Funding Allocation: £12832.39		Total spend: £ 12,830

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
Effective adaptive practice and targeted support enables all children to access a broad and ambitious curriculum	- Staff demonstrate expertise and confidence in adaptive practice - Learning is adapted to ensure inclusive practices across all year groups and subjects - SEND and disadvantaged pupils make strong progress across the curriculum
Vulnerable pupils are identified swiftly and effectively supported enabling them to thrive within the learning environment	- All pupils feel a strong sense of belonging and value. They have a sense of safety and security within school. Pupil wellbeing needs are identified swiftly and there is a proactive approach to ensuring effective support - Where there are attendance concerns these are addressed and families supported in improving attendance - ELSA and Drawing and Talking are utilised purposefully to provide enhanced targeted support
Inclusion base provision is of a consistent high quality which enables all children to thrive within an inclusive environment	- Pupils within the base access a bespoke curriculum designed to meet their learning and development needs, also supporting their learning within the classroom - Inclusion base provision is consistently strong and there is evidence of pupil progress - There is strong communication between home and school for pupils accessing this provision - Decrease in behaviour incidences and in suspension and exclusion
SEND Leadership is further strengthened through professional development opportunities in readiness for expansion of SEND Hub.	- There is a clear strategic vision for SEND shared by school leaders and governors - NPQs have been accessed to further develop staff expertise and increase leadership capacity - SEND HLTA role is further developed to provide support for SENDCo and positively impacts upon management and administration - Governors have ensured that clear plans are in place to support expansion of SEND Provision

Review of the previous academic year

To be updated July 2027

Further information

Donington Cowley Endowed Primary School is part of Horizon Schools Federation with St Gilbert of Sempringham C of E Primary School.

During 2026-2027, plans are underway, working with LCC to open SEND Hub provision across both schools.

Nursery provision is available at both schools.