Inclusion Strategy – Ranvilles 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: September 2026

Statement of Intent

At Ranvilles Junior School, inclusion means creating a community where **Authentic Values | Ambitious Spirit** shape every interaction and inspire every learner. We are committed to developing a culture in which every child feels they belong, is valued as an individual and is empowered to participate fully in all aspects of school life. Through our mission of **Developing Character | Pursuing Excellence**, we nurture confidence, resilience and aspiration while ensuring that barriers to learning, participation and achievement are identified and removed.

We believe that every child has the right to access a high-quality education within a welcoming, inclusive and ambitious mainstream environment. Diversity is celebrated as a strength, and we recognise that pupils may require different levels of support, adaptation and opportunity in order to thrive. Our commitment is not simply to provide access, but to create the conditions in which every learner can flourish academically, socially and emotionally, achieving their unique potential.

Our values, vision and inclusive culture provide the foundation for this strategy. Inclusion is not viewed as a separate strand of school improvement; it is integral to leadership, curriculum design, teaching and learning, personal development, safeguarding and community engagement. We hold high aspirations for every pupil and believe that high-quality provision, meaningful participation and a sense of belonging should be available to all.

This strategy sets out our intention to strengthen inclusive practice across the school by enhancing participation, achievement and wellbeing for all learners, while ensuring that pupils with additional needs receive effective support at the earliest opportunity. Through evidence-informed approaches, adaptive teaching and strong partnerships with families and professionals, we will continue to remove barriers to learning and create an environment where every child can contribute, succeed and thrive.

Central to this commitment is the ongoing development of our **Ordinarily Available Provision (OAP)**. In line with the Department for Education's ambition for mainstream schools to become increasingly inclusive by design, the enhancement of OAP will be a key strategic priority throughout 2026-2029. We will continue to

strengthen universal provision, deepen staff expertise and embed adaptive practice so that inclusive support is consistently available across all aspects of school life, enabling every child to belong, participate, flourish and excel.

Barriers to learning and participation

The key barriers to learning and participation have been identified amongst our pupils, necessitating inclusive universal approaches and targeted support

RJS STARS Values: **Secure & Happy Individual**; Talented Contributor: **Ambitious Learner**; Responsible Teammate & **Successful Communicator –** link to barriers.

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	**Responding to Increasingly Complex and Diverse Learner Needs** The complexity of SEND within the school is increasing, with more pupils presenting needs in Communication and Interaction, Cognition and Learning, and Social, Emotional and Mental Health (SEMH), including a growing number with EHCPs and complex needs being supported within the mainstream setting. This places increasing demands on staffing, training, provision and resources, sometimes requiring a specialist and consistent approach to High Quality Inclusive Teaching, adaptive practice and Ordinarily Available Provision to ensure all pupils can participate, achieve and thrive.
2	**Promoting Attendance, Engagement and Belonging** Persistent absence remains concentrated within a small but significant group of pupils. While overall attendance remains strong, persistent absence currently stands at 7.5%, disproportionately affecting some of our most vulnerable learners and creating barriers to engagement, participation, achievement and belonging.
3	**Emotional Regulation and Readiness to Learn** Variability in pupils' self-regulation, emotional resilience and readiness to learn, driven by increasing levels of social, emotional and mental health (SEMH) need, can create barriers to participation, engagement and sustained success within the classroom.
4	**Addressing Educational Disadvantage and Ensuring Equity of Opportunity** Some pupils face barriers associated with educational disadvantage that can impact attainment, attendance, participation, wellbeing and access to wider opportunities. These factors can contribute to gaps in achievement and aspiration, requiring a proactive and inclusive approach to ensure equitable access, meaningful participation and positive outcomes for every pupil.
5	**Developing Staff Expertise in Inclusive Teaching and SEND Provision** The need to further develop and embed staff expertise in adaptive teaching, SEND provision and inclusive classroom practice to ensure a consistent, high-quality experience for all pupils. Variability in practice may limit some pupils' ability to fully access, engage with and succeed within the curriculum, particularly those with additional needs or vulnerabilities.

Activity and Funding in this academic year: *(noting evidence and barrier numbers addressed)*	Activity type *(universal or targeted)*

Barrier 1 Actions: Strengthen Workforce Expertise
 	
• Develop a targeted SEND professional development programme focused on:
  - Communication and Interaction needs (including autism, speech, language and communication needs).
  - Cognition and Learning difficulties.
  - SEMH needs, including trauma-informed and relational approaches.
• Establish coaching and mentoring from SEND specialists and external professionals.
• Use lesson studies, peer observations and inclusion-focused learning walks to improve adaptive teaching practice.
• Ensure all staff understand reasonable adjustments and graduated response expectations.
	Universal

Improve Resource Allocation
 	
• Ensure SEND funding is strategically aligned to the highest areas of need.
• Review staffing structures to maximise support for pupils with EHCPs and complex needs.
• Invest in specialist resources such as:
 	
  - Sensory equipment.
  - Communication aids.
  - Visual timetables.
  - Assistive technology.
  - Regulation spaces.
	Targeted

Strengthen Provision for Pupils Awaiting Specialist Placements • Develop enhanced personalised provision plans for pupils whose needs exceed typical mainstream support. • Establish regular multi-agency reviews to monitor risk, wellbeing and progress. • Maintain robust evidence of need, provision and outcomes to support ongoing local authority consultations. • Ensure risk assessments and support plans are regularly reviewed.	*Targeted*

Promote Inclusive Practice and Belonging
 	
• Embed a whole-school culture where SEND pupils participate fully in:
  ○ The curriculum.
  ○ Enrichment opportunities.
  ○ Leadership roles.
  ○ Extra-curricular activities.
• Implement pupil voice systems to ensure provision reflects individual needs and aspirations.
• Strengthen peer support and social inclusion programmes.
	Universal

Strengthen Partnership with Parents • Increase opportunities for structured SEND review meetings. • Provide workshops and guidance to help families support learning and emotional wellbeing at home. • Ensure parents are actively involved in planning, reviewing and evaluating provision	Targeted
Barrier 2 Actions ***Strengthen Early Identification and Intervention*** • Implement robust attendance monitoring systems to identify pupils at risk of persistent absence before they reach the 10% threshold. • Introduce fortnightly attendance reviews for vulnerable pupils. • Use attendance data to identify emerging patterns, including specific days, lessons or contextual triggers. • Ensure attendance concerns are addressed through the graduated response process.	Targeted
Enhance Support for Vulnerable Learners • Develop personalised attendance plans for pupils with persistent absence. • Align attendance support with SEND, SEMH and safeguarding provision to address underlying barriers. • Provide mentoring and trusted adult support for pupils experiencing anxiety, emotional dysregulation or school avoidance. • Ensure reasonable adjustments are made where attendance difficulties are linked to SEND or medical needs.	Targeted
Strengthen Family Engagement • Conduct early, supportive conversations with families where attendance concerns emerge.	

• Plan family liaison support (EHH) where appropriate. • Work collaboratively with parents to identify barriers and co-produce solutions. • Provide guidance and workshops to help families understand the impact of absence on learning, wellbeing and belonging.	Targeted
Improve Multi-Agency Working	
• Strengthen partnerships with Hampshire Attendance Support Services, Education Welfare Officers, health services and external agencies. • Establish regular attendance case reviews for pupils with the most complex needs. • Ensure timely referrals where concerns relate to safeguarding, mental health or family circumstances. • Coordinate support plans across agencies to reduce duplication and improve outcomes.	Targeted
Promote Engagement and Belonging	
• Continue to develop a culture where every pupil feels valued, connected and supported. • Increase opportunities for pupils to participate in clubs, leadership roles and enrichment activities. • Use pupil voice to identify factors that may contribute to disengagement. • Implement targeted reintegration support following periods of significant absence.	Universal
Develop Staff Capacity	
• Train staff to recognise and respond to emotionally based school avoidance, anxiety-related attendance issues and attendance barriers linked to SEND. • Ensure all adults understand their role in promoting attendance and belonging. • Embed attendance as a collective responsibility across the school.	Targeted
Celebrate and Reward Improvement	
• Recognise positive attendance and significant improvement, not just high attendance. • Share successful case studies and attendance improvements with pupils and families.	Universal
Maintain High Expectations and Accountability	
• Ensure attendance procedures are applied consistently and in line with statutory guidance.	

• Monitor the impact of attendance strategies through regular reporting to governors. • Set clear and measurable targets for reducing persistent absence among identified groups. • Regularly evaluate the effectiveness of interventions and adjust provision accordingly.	Universal
Barrier 3 Actions	
Develop a Whole-School Culture of Emotional Wellbeing	
• Embed a consistent approach to emotional wellbeing, behaviour and relationships across the school. • Ensure pupils understand and can articulate the school's values, behaviour expectations and strategies for managing emotions. • Promote a culture where mistakes are viewed as part of the learning process, helping pupils develop resilience and confidence.	Universal
Strengthen Staff Expertise in SEMH and Self-Regulation	

• Provide ongoing professional development on:
  ○ Self-regulation and executive functioning.
  ○ Trauma-informed and relational practice.
  ○ Emotion coaching and restorative approaches.
  ○ Anxiety and emotionally based school avoidance.
• Develop staff confidence in recognising, understanding and responding to SEMH needs within the classroom.
	Targeted

Embed Explicit Teaching of Self-Regulation Skills	

• Teach pupils practical strategies for:
  ○ Recognising emotions.
  ○ Managing feelings of frustration and anxiety.
  ○ Problem-solving and conflict resolution.
  ○ Maintaining focus and perseverance.
• Integrate emotional literacy and regulation strategies into everyday classroom practice.
• Use age-appropriate tools, such as Stormbreak, My Happy Mind, check-ins and reflection routines.
	Targeted

Enhance Adaptive Classroom Practice	

• Ensure learning environments support emotional regulation through:
  ○ Predictable routines and clear expectations.
  ○ Visual supports and structured transitions.
  ○ Chunked learning tasks and appropriate scaffolding.
  ○ Opportunities for movement and sensory regulation.
	Universal

• Develop teachers' ability to recognise when pupils require additional support to access learning.
 	
Strengthen Targeted SEMH Support
 	
• Provide timely interventions for pupils requiring additional support with:
  o Emotional regulation.
  o Social skills.
  o Confidence and self-esteem.
  o Anxiety management.
• Identify vulnerable pupils early and implement personalised support plans.
• Ensure interventions are regularly reviewed for impact – including use of Character Maps.
 	
Increase Access to Trusted Adults and Pastoral Support
 	
• Develop mentoring and key worker systems for pupils requiring enhanced support.
• Ensure pupils know who they can approach when they are experiencing difficulties.
• Establish regular check-ins for pupils with identified SEMH needs.
 	
Strengthen Family Partnerships
 	
• Work collaboratively with families to understand and address barriers affecting wellbeing and engagement.
• Provide guidance and resources to help parents support emotional regulation and resilience at home.
• Maintain regular communication regarding strategies that are successful both at home and school.
 	
Develop Multi-Agency Support
 	
• Strengthen partnerships with:
  o Educational psychologists.
  o School nursing services.
  o Mental health support teams.
  o Counselling and therapeutic services.
• Ensure pupils with complex SEMH needs receive coordinated support through effective multi-agency working.
 	
Promote Pupil Voice, Belonging and Participation
 	
• Provide opportunities for pupils to contribute to decision-making and school life.
• Develop leadership, enrichment and social opportunities that build confidence and belonging.
	Targeted
	
	Targeted
	
	Targeted
	
	Targeted
	
	Universal

• Use pupil voice to identify barriers to engagement and wellbeing.
 	
Monitor Impact and Evaluate Provision
 	
• Track indicators such as:
  ○ Behaviour incidents.
  ○ Attendance.
  ○ Pupil wellbeing surveys.
  ○ Engagement in learning.
  ○ Participation in wider school life.
• Use this information to refine and improve provision.
 	
Barrier 4 Actions
 	
Strengthen Identification and Tracking of Disadvantaged Pupils
 	
• Maintain a robust understanding of the barriers faced by disadvantaged pupils through ongoing assessment, attendance analysis, pupil voice and pastoral monitoring.
• Implement termly reviews of academic, attendance, behaviour and wellbeing data to identify emerging concerns early.
• Ensure disadvantaged pupils are a key focus during pupil progress meetings and provision reviews.
 	
Raise Academic Achievement Through High-Quality Teaching
 	
• Ensure disadvantaged pupils consistently access high-quality first teaching and an ambitious curriculum.
• Develop staff expertise in adaptive teaching, scaffolding and metacognitive strategies.
• Use evidence-informed approaches to close gaps in reading, writing and mathematics.
• Prioritise disadvantaged pupils when delivering targeted academic support and tutoring.
 	
Improve Attendance and Engagement
 	
• Identify disadvantaged pupils at risk of persistent absence through regular attendance monitoring.
• Develop personalised attendance plans where barriers are identified.
• Strengthen communication and partnership with families to promote regular attendance.
• Provide timely support for pupils experiencing attendance difficulties linked to SEMH, SEND or family circumstances.
 	
4. **Enhance Wellbeing and Personal Development**
 	
• Strengthen pastoral systems to support pupils' emotional wellbeing, resilience and confidence.
• Provide access to mentoring, support provision and trusted adults.
	Universal
	
	Targeted
	
	Universal
	
	Targeted

• Deliver targeted support for pupils experiencing social, emotional or mental health challenges. • Promote positive relationships, belonging and connectedness across the school community.	Targeted
Increase Participation in Wider Opportunities • Ensure disadvantaged pupils can access educational visits, residential experiences, clubs, music tuition, sports and leadership opportunities. • Use targeted funding to remove financial barriers to participation. • Monitor participation rates and proactively encourage engagement where uptake is low. • Celebrate participation and personal achievement alongside academic success.	Targeted
Raise Aspirations and Cultural Capital • Provide enriching experiences that broaden horizons and develop ambition. • Create opportunities for pupils to encounter diverse careers, professions and role models. • Develop pupils' understanding of future pathways through curriculum enrichment and personal development programmes. • Build confidence, independence and leadership through purposeful responsibilities and experiences.	Universal
Strengthen Family and Community Partnerships • Work proactively with families to understand and address barriers to learning and engagement. • Develop supportive relationships with parents through regular communication and intervention meetings. • Signpost families to external support where appropriate. • Strengthen community partnerships that enhance opportunities for disadvantaged pupils.	Targeted
Target Resources Strategically • Ensure Pupil Premium funding is directed towards the greatest barriers to success. • Evaluate the impact of interventions rigorously and discontinue approaches that do not demonstrate sufficient impact. • Align staffing, intervention and enrichment resources with identified needs and priorities.	Targeted

Develop Staff Understanding of Educational Disadvantage • Provide professional development focused on the impact of disadvantage on learning, attendance and wellbeing. • Promote high expectations for all pupils and challenge unconscious bias. • Ensure all staff understand their role in removing barriers and promoting equity.	Targeted

Barrier 5 Actions
 	
Establish a Consistent Whole-School Adaptive Teaching Framework
 	
• Define a clear set of non-negotiable inclusive teaching practices expected in every classroom.
• Embed strategies such as:
  ○ Explicit instruction.
  ○ Adaptive questioning.
  ○ Scaffolding and worked examples.
  ○ Retrieval practice.
  ○ Flexible grouping.
  ○ Vocabulary pre-teaching.
  ○ Metacognitive approaches.
• Ensure adaptive teaching is viewed as the first response to need rather than an intervention. This aligns with the school's identified Adaptive Teaching Framework.
	Universal

Strengthen Staff Expertise in SEND and Inclusion
 	
• Deliver a structured programme of professional development focused on:
  ○ Neurodiversity.
  ○ Communication and Interaction needs.
  ○ Cognition and Learning needs.
  ○ SEMH.
  ○ Graduated Response processes.
  ○ Reasonable adjustments.
• Ensure all staff receive annual inclusion training. *(This reflects a priority already identified within the Inclusion Strategy).*
	Targeted

Implement Instructional Coaching and Professional Learning • Use coaching cycles to strengthen adaptive practice. • Provide opportunities for lesson study, peer observation and collaborative planning. • Develop teachers' ability to identify barriers to learning and adapt provision accordingly. • Use exemplification and modelling to reduce variability between classrooms.	Targeted

Develop Specialist Inclusion Champions
 	
• Establish staff champions with expertise in:
  ○ Adaptive Teaching.
  ○ SEND.
  ○ Neurodiversity.
  ○ SEMH.
  ○ Speech and Language.
• Use champions to provide coaching, mentoring and practical classroom support. This approach is already referenced within the school's strategic planning.
	Targeted

Improve Classroom Accessibility • Conduct curriculum accessibility reviews to identify barriers within planning, resources and assessment. • Develop a bank of inclusive and adapted curriculum materials. • Increase the use of visual supports, communication prompts, assistive technology and accessible resources. • Ensure all learning environments meet agreed inclusive standards. These priorities align with the school's Inclusive Environment Standards.	Universal
Strengthen Quality Assurance and Monitoring • Undertake regular learning walks focused on inclusion and adaptive teaching. • Monitor the implementation of agreed classroom practices. • Use pupil voice, book scrutiny and assessment information to evaluate impact. • Share highly effective practice across teams to promote consistency.	Targeted
Maximise the Impact of Teaching Assistants • Review deployment to ensure support promotes independence rather than dependency. • Train Teaching Assistants in adaptive strategies, questioning and scaffolding. • Strengthen communication between teachers and support staff during planning and review processes.	Targeted
Embed a Culture of High Expectations • Ensure all staff maintain ambitious expectations for every pupil regardless of need, background or diagnosis. • Promote the principle that pupils with SEND and other vulnerabilities should access the same ambitious curriculum as their peers,	

supported by appropriate adaptations. *(This ambition is explicitly reflected within the Inclusion Strategy).*	Universal

Total Expenditure

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
Barrier 1 Pupils with SEND, including those with complex Communication and Interaction, Cognition and Learning and SEMH needs, successfully access, participate in and achieve within an ambitious mainstream curriculum. High-quality adaptive teaching, effective specialist provision and skilled staff remove barriers to learning, leading to improved progress, independence, wellbeing, attendance and inclusion for all learners.	Barrier 1 Pupils with SEND successfully access, participate in and achieve within the mainstream curriculum because staff consistently deliver high-quality adaptive teaching, specialist support is effective, and barriers to learning, attendance and inclusion are reduced over time.
Barrier 2 Vulnerable pupils attend school regularly and consistently, enabling them to engage fully in learning, participate in wider school life, develop a strong sense of belonging and achieve their potential. Barriers to attendance are identified and addressed early through effective family engagement, targeted support and multi-agency collaboration.	Barrier 2 Persistent absence is reduced through early intervention, strong family partnerships and targeted support, leading to improved attendance, engagement, achievement and belonging for vulnerable pupils.
Barrier 3 Pupils develop the self-regulation, emotional resilience and readiness to learn	Barrier 3 Pupils develop greater self-regulation, resilience and readiness to learn through a

required to engage confidently in classroom learning. A consistent whole-school approach to SEMH support enables pupils to participate fully, sustain positive relationships and achieve success across the curriculum.	consistent whole-school approach to SEMH support, resulting in improved engagement, behaviour, wellbeing and achievement.
Barrier 4 Pupils facing educational disadvantage access the same ambitious curriculum, enrichment opportunities and support as their peers. Barriers to learning, attendance, participation and aspiration are reduced, enabling all pupils to engage fully, achieve well and thrive within the school community.	Barrier 4 Educational disadvantage has a diminishing impact on pupils' attainment, attendance, participation and wellbeing because barriers are identified early and addressed through high-quality teaching, targeted support and equitable access to wider opportunities.
Barrier 5 All staff consistently deliver high-quality adaptive teaching and inclusive classroom practice, ensuring that all pupils, particularly those with SEND and other vulnerabilities, can access, engage with and succeed within an ambitious curriculum.	Barrier 5 Staff consistently apply effective adaptive teaching and inclusive practices, enabling all pupils, especially those with SEND and additional vulnerabilities, to access learning, participate fully and achieve success across the curriculum.

Review of the previous academic year

During the previous academic year Ranvilles Junior:

- Completed Hampshire OAP training (Head and Year 6 Leader)
- Disseminated training to teaching staff
- Focused governor training on SEND and inclusion
- Lead internal audits regards subject knowledge and expertise
- Created an OAP Provision Map
- Invested financially in OAP resources to share in key areas
- Invested financially in IT for all pupils
- Invested in professional development of IT lead
- Facilitated bespoke tuition for the lowest attainers through a qualified teacher and HLTA with a ratio of 1-9
- Facilitated targeted physical interventions through a PE specialist
- Implemented My Happy Mind
- Implemented StormBreak
- Reviewed English provision and lesson design
- Employed Teaching Assistants to support implementation of Section F of EHCPs

- Developed a SEND Provision Map identifying all targeted support in relation to OAP
- Refined non-negotiables for English
- Refined character maps to share explicit information with parents
- Refined behaviour procedures to work in closer partnership with parents
- Facilitated daily interventions for all pupils to practise, prove and perfect non-negotiables
- Focused on systematic approaches to ensure HQIT

Further information

Further information regarding SEND provision, the SEND Information Report, Accessibility Plan, Attendance Strategy, Pupil Premium Strategy and Behaviour Policy can be found on the school's website or obtained by contacting the SENDCO and Inclusion Leader.