Inclusion Strategy – *Eldon Grove Academy*

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	2026/27
Date this statement was published	31/12/26
Date on which it will be reviewed	31/7/27
Statement authorised by	Executive Headteacher

Statement of intent

At Eldon Grove Academy, inclusion is not an intervention or an additional provision; it is fundamental to everything we do. We believe every child, regardless of their starting point, background or individual needs, has the right to belong, achieve and thrive within a mainstream school community. Our ambition is uncompromising: every pupil will experience high expectations, meaningful participation, a strong sense of belonging and the support needed to fulfil their potential.

Our inclusion strategy is built on the principle that we adapt our provision to meet the needs of children, rather than expecting children to fit existing provision. We recognise that barriers to learning can arise from communication and interaction difficulties, cognition and learning needs, social, emotional and mental health challenges, and sensory or physical differences. Through early identification, high-quality adaptive teaching, appropriate reasonable adjustments and timely targeted support, we aim to remove these barriers before they become entrenched.

Our approach reflects the seven principles of inclusion, placing children's needs, aspirations and lived experiences at the centre of decision-making. We are committed to:

- High expectations and ambition: Ensuring that SEND or additional needs never become a ceiling on achievement.
- Early identification and intervention: Recognising emerging needs promptly and responding before difficulties escalate.
- Inclusive environments and practice: Creating accessible, supportive classrooms where all pupils can participate and succeed.
- Effective collaboration: Bringing together teachers, support staff, specialist professionals and Trust leaders to provide coordinated support.
- Meaningful pupil and family voice: Ensuring children and families are listened to, respected and involved in decisions.
- Evidence-informed approaches: Using assessment, research and professional expertise to implement provision that makes a measurable difference.
- Accountability and continuous improvement: Evaluating the effectiveness of our provision through pupils' progress, attendance, engagement, wellbeing and sense of belonging.

Our Inclusive Mainstream Fund investment directly supports these ambitions. Through a shared Mental Health Practitioner model with Roseberry Primary School, we are strengthening access to specialist support for pupils experiencing social, emotional and mental health difficulties. Our contribution towards Extol Trust's Head of Inclusion strengthens strategic leadership, develops staff expertise and supports greater consistency in inclusive practice.

Partnership with families is central to our approach. We recognise parents and carers as experts in their children and value their knowledge, experiences and aspirations. Through ongoing communication, SEND reviews, pupil voice and collaboration with external agencies, we seek to ensure that provision is responsive, personalised and continually improved.

Ultimately, our success will not be measured simply by the interventions we deliver, but by the difference they make. We want every child at Eldon Grove Academy to feel that they belong, know that they matter and have every opportunity to succeed.

Barriers to learning and participation

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	Social, emotional and mental health needs may affect wellbeing, regulation, engagement and readiness to learn. The scale and trends of need should be confirmed through school-level data.
2	Variation in pupils' additional needs and staff capacity to respond consistently can create barriers to access, participation and progress. School-level SEND, attendance and attainment analysis is required to validate priorities.

Activity in this academic year

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)*
Shared three-day Mental Health Practitioner model with Roseberry Primary School: early identification, targeted mental health and wellbeing support, and advice to staff (barrier 1).	Targeted, with wider staff support	£15,942 IMF contribution (50% of £31,884 shared model)
Contribution towards Extol Trust Head of Inclusion: strategic guidance, development of inclusive practice, staff professional learning and SEND support (barriers 1–2).	Universal and targeted	£1,481 IMF contribution
High-quality inclusive classroom teaching, graduated response, reasonable adjustments and review of pupil support (barriers 1–2).	Universal and targeted	Core school budget – amount to be confirmed
Work with pupils, families and external professionals to identify needs, agree support and review outcomes (barriers 1–2).	Universal and targeted	Core school budget – amount to be confirmed
IMF total: £17,423. Core-budget expenditure is additional and must be quantified before publication.	Funding summary	£17,423 IMF

Intended outcomes

Intended outcome	Success criteria
Pupils requiring mental health and wellbeing support are identified and supported in a timely manner.	Record referral and access times, support uptake, agreed individual goals and pre-/post-intervention measures where appropriate; review termly.
Staff are better equipped to adapt provision and respond to additional needs.	Monitor staff professional development, implementation reviews, pupil and family feedback and quality assurance of inclusive practice; report termly.