Inclusion Strategy
John Keble C of E Primary School
Date of Issue: Sept 2026
Review date: Sept 2029

Rooted in Faith, Growing in Community, Thriving in Learning

"Love one another as I have loved you."
John 13:34

Vision

At John Keble C of E Primary School, we believe that every child is uniquely valued and deserving of the opportunity to flourish.

Guided by our Christian vision of being Rooted in Faith, Growing in Community, and Thriving in Learning, we are committed to creating an inclusive environment where every child feels a strong sense of belonging and is supported to achieve their full potential.

Our Inclusion Strategy is informed by the Hampshire Approach to Inclusion, which promotes a whole-school commitment to participation, belonging, achievement and wellbeing for all children. The strategy recognises that inclusion is everyone's responsibility and that positive outcomes are achieved through strong relationships, high-quality teaching, collaborative partnerships and equitable opportunities for all.

Baseline Position (2025-26)

During 2025-26 the school:

- Continued to develop adaptive teaching practices.
- Strengthened SEND identification and graduated response procedures.
- Improved pupil voice opportunities.
- Maintained inclusive participation in enrichment activities.

Areas for further development identified were:

- Consistency of adaptive teaching across all classes.
- Strengthening transition arrangements.
- Further development of attendance support for vulnerable groups.

The 7 Principles of Inclusion

This strategy is underpinned by the DfE's Seven Principles of Inclusion which guide our decision-making, resource allocation and school improvement planning.

1. Inclusive leadership and governance.
2. Early intervention and evidence-informed support.
3. High-quality adaptive teaching.
4. Access to enrichment and wider opportunities.
5. Belonging, attendance and participation.
6. Strong partnerships with families and services.
7. Accessible and inclusive environments.

Our Inclusive Principles

At John Keble Primary School we will:

- Ensure every child feels safe, valued and included.
- Promote a culture where diversity is celebrated and respected.
- Maintain high aspirations for all learners.
- Remove barriers to learning, participation and achievement.
- Listen to and value the voice of every child.
- Work in partnership with families, governors and external agencies.
- Foster wellbeing, resilience and positive mental health.
- Enable all members of our community to flourish and succeed.

Identified Barriers to Learning and Participation at John Keble

Through analysis of attainment, attendance, SEND data, pupil voice, parent feedback and professional discussions, the following barriers have been identified within our school community:

- Speech, language and communication needs.
- Difficulties with emotional regulation and mental wellbeing.
- Attendance concerns for a small number of vulnerable pupils.
- Gaps in learning resulting from previous absence or disadvantage.
- Difficulties with independence and executive functioning for some pupils.
- Challenges associated with transition between classes and phases.
- Barriers to participation in wider opportunities for some pupils.

These barriers are not experienced by all pupils and will vary over time. They have been identified as the most significant factors that may affect learning, participation, wellbeing and achievement within our school community. The strategic priorities outlined in this Inclusion Strategy are designed to address these barriers and ensure that all pupils can access, participate in and benefit from every aspect of school life.

Key Activities and Investment

The school will invest in:

- Staff training on adaptive teaching and inclusive practice.
- Additional pastoral and emotional wellbeing support.
- Resources to improve accessibility and participation.
- Early identification and intervention programmes.
- Development of SEND provision and person-centred planning.
- Provision to support attendance and engagement.
- Enhanced transition arrangements.

Activity	Funding Source	Approximate Cost
Resources	IMF	£407
Equipment	IMF	£155
Training	IMF	£1229
Interventions	School budget/IMF	£4809

Strategic Priorities to Address Identified Barriers

1. Inclusive Culture and Belonging

We will:

- Promote a culture of kindness, respect and compassion.
- Ensure all children feel welcomed, represented and valued.
- Celebrate diversity within our school and wider community.
- Challenge discrimination and prejudice wherever it occurs.
- Embed inclusion through policies, curriculum and school practices.

Success Measures

- Pupils report a strong sense of belonging.
- Positive relationships are evident across the school community.
- Diversity and inclusion are reflected throughout school life.
- Stakeholder feedback demonstrates an inclusive culture.

2. High-Quality Teaching for All

High-quality teaching is the foundation of inclusive education.

We will:

- Use adaptive teaching approaches that meet the needs of all learners.
- Provide appropriate challenge and support for every child.
- Use assessment effectively to identify barriers and plan provision.
- Develop staff expertise through ongoing professional development.
- Ensure learning environments are accessible and engaging.

Success Measures

- Strong progress for all pupils.
- Reduced attainment gaps between groups of learners.
- Increased staff confidence in adaptive teaching strategies.
- High levels of pupil engagement.
- 100% of teaching staff receive annual inclusion training.
- Quality assurance demonstrates consistent adaptive teaching across all classes.

3. Excellence in SEND Provision

We are committed to identifying and supporting pupils with Special Educational Needs and Disabilities at the earliest opportunity.

We will:

- Follow the SEND Code of Practice and the graduated approach.
- Use person-centred planning to place children and families at the heart of decision-making.
- Work closely with families and external professionals.
- Ensure children with SEND are fully included in the life of the school.
- Monitor progress carefully to ensure support is effective.

Success Measures

- Positive academic, social and emotional outcomes for pupils with SEND.
- Strong parental engagement and confidence.
- Timely identification and targeted support.
- High levels of participation in school activities.

4. Attendance and Engagement

We recognise that attendance and engagement are key factors in successful outcomes for children.

We will:

- Promote a positive culture of attendance.
- Identify and address barriers to attendance early.
- Build supportive partnerships with families.
- Use a graduated response to improve attendance where concerns arise.
- Ensure vulnerable pupils receive appropriate support.

Success Measures

- Improved attendance for all groups- overall attendance remains above 96%.
- Persistent absence reduces from 20% to 15%
- Increased engagement in learning and school life.
- Positive attendance trends among vulnerable learners.
- Attendance gap between vulnerable pupils and peers narrows.

5. Behaviour, Wellbeing and Relationships

Our approach is built on positive relationships and understanding children's individual needs.

We will:

- Promote emotional wellbeing and resilience.
- Use relational and restorative approaches.

- Support children who have experienced adversity, trauma or loss.
- Develop emotional literacy across the school.
- Provide effective pastoral support when needed.

Success Measures

- Positive behaviour across the school.
- Reduced need for exclusion or suspension.
- Improved wellbeing outcomes.
- Strong relationships between pupils and adults.
- Reduction in behaviour incidents requiring senior leader intervention.
- Increased positive pupil wellbeing survey responses.

6. Partnership with Families and the Community

We believe that successful inclusion is achieved through strong partnerships.
We will:

- Work collaboratively with parents and carers.
- Engage with community partners, the church and local organisations.
- Seek and respond to stakeholder feedback.
- Promote meaningful pupil participation in decision-making.
- Ensure all families feel welcomed and supported.

Success Measures

- Positive feedback from parents and carers.
- Strong engagement in school events and activities.
- Effective multi-agency working.
- Increased opportunities for pupil leadership and voice.

Leadership and Accountability

The Governing Body and the Senior Leadership Team will:

- Champion inclusion across all aspects of school life.
- Monitor outcomes for different groups of pupils.
- Evaluate provision and identify areas for development.
- Ensure staff receive high-quality professional development.
- Complete regular self-review against Hampshire inclusion indicators.
- Report on progress to governors and stakeholders.

Monitoring will include:

- Attainment and progress
- Attendance
- SEND outcomes

- Wellbeing and behaviour
- Participation in wider opportunities
- Pupil, parent and staff voice

Review and Evaluation

The Inclusion Team and Governors will complete an annual review of this strategy to evaluate progress against intended outcomes, identify emerging barriers and inform priorities for the following academic year and report on the following information:

- Impact on identified barriers
- Progress against success measures
- Feedback from pupils, parents and staff
- Effectiveness of funded activities
- Priorities for the following year

Strategic Priorities 2026–2029

Year 1

- Complete a full inclusion self-review.
- Develop consistency in adaptive teaching practices.
- Strengthen person-centred planning processes.
- Enhance opportunities for pupil voice.

Year 2

- Further embed relational approaches across the school.
- Review curriculum representation and diversity.
- Strengthen transition arrangements.
- Increase family engagement opportunities.

Year 3

- Evaluate impact on pupil outcomes.
- Share effective practice across local networks.
- Refine provision in response to stakeholder feedback.
- Sustain a culture of continuous improvement and inclusion.

Our Commitment

At John Keble C of E Primary School, we are committed to ensuring that every child feels valued, included and empowered to succeed.

Through our vision of **Rooted in Faith, Growing in Community, Thriving in Learning**, and inspired by Jesus' command to **"Love one another as I have loved you" (John 13:34)**, we will continue to build a school where every child belongs, every family is welcomed and every

member of our community is enabled to flourish.