

Pioneer Inclusion Strategy

Inclusion Strategy – Foxborough 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	
Date on which it will be reviewed	
Statement authorised by	

Pioneer Educational Trust's Statement of intent

At Pioneer Educational Trust we aim to take education further. Our vision is pioneering an exceptional, inclusive education that transforms lives and challenges inequality; creating the conditions for every pupil and every colleague to grow and thrive.

As a family of schools, we are committed to pursuing our vision by leading in line with our values: being pioneering, capable, vocal, interconnected, and courageous. As such, we defy mediocrity, we redefine leadership, we stand for social justice, we believe in collaboration and choice, and we embrace change.

Inclusion is at the heart our vision, values, ethos, and culture. We believe in creating schools where every pupil is known, belongs, and can make a positive contribution to our communities. We recognise that inclusion is about securing pupil knowledge, understanding, progress and outcomes across subjects, as well fostering their personal development, and securing their future success as people who are life-long learners and who make an active contribution to society.

We have designed a school improvement model that aims to make this a reality. Across all areas of school life, including curriculum design, pedagogy, assessment,

pastoral care, behaviour, attendance, personal development and wellbeing, we provide opportunities for collaboration, coaching, challenge, and support. We have carefully designed an approach that ensures and assures the school's provision. We believe in genuine co-production that seeks the voices of pupils and their families and those working with them and providing expert, specialist support throughout their time at school. We enhance each school's provision by providing opportunities and a Pioneer unique offer that takes education further, with inclusion and social justice at its core. Finally, we aim to inspire our community by providing bespoke leadership and development opportunities and access to a diverse range of networks so that we continuously improve, learn incessantly from effective practice, and ever seek to reach new heights.

Some of the systems and artefacts of our approach include:

- Curriculum, teaching, assessment and inclusion collaboration through cross-Pioneer Communities of Practice.
- A clear, evidence-informed approach to adaptive teaching through the Pioneering Pedagogy.
- A focus on reading and oracy as foundations of learning and academic progress and success.
- Cross-Pioneer collaborative core groups to develop the leadership of inclusion across attendance and behaviour, curriculum and teaching, personal development and wellbeing, inclusion (with a focus on disadvantage) and digital skills.
- A unique approach to collaborative staff professional development through CPDL Wednesdays, rooted in developing teacher agency and empowerment.
- A school-based, inclusion-focused enrichment offer for all pupils alongside an enhanced Pioneer Offer that includes: the Artist in Residence programme, the Pioneer Parliament, the Pioneering Pupil Leadership Programme, Pioneer Arts Week, the Pioneer Showcase, and the Charity Challenge.
- An enhanced and impactful package of specialist professional support, including educational psychology, speech language therapy, play therapy, occupational therapy and psychotherapy, and access to counselling.
- Access to specialist educational networks and training (e.g., Whole Education, CST, ASCL).
- Intentional and proactive leadership that engages with and helps to shape the local and regional educational offer by leading and participating in local networks and programmes (local authorities, headteacher associations, senior leader networks, DfE ambassador).

Across Pioneer, we foster and develop leaders who are ambitious to build schools where there is a culture of tolerance, respect, celebrated diversity, and equitable access to an exceptional, inclusive education. Through our inclusion strategy we aim to identify and remove barriers to learning and provide all pupils with the conditions and opportunities to grow and thrive.

Foxborough Primary School's Statement of intent

At Foxborough Primary School, inclusion is at the heart of everything we do. As a small school with a big heart, we are proud to serve a diverse community and believe that every child has the right to feel valued, belong and succeed. Guided by our ROCK values of Responsibility, Open-mindedness, Challenge and Kindness, we are committed to providing an inspiring, supportive and ambitious education where all pupils can thrive.

Our vision is to ensure that every pupil, regardless of need, background or circumstance, can access a rich curriculum, participate fully in school life and achieve their potential. We recognise that many pupils face additional barriers to learning, including SEND, social, emotional and mental health needs, disadvantage, English as an Additional Language and mobility. Our inclusion strategy seeks to remove these barriers and ensure that every child is equipped with the knowledge, skills and confidence needed for future success.

Our strategy is built on the principle that inclusion begins with high-quality teaching. Through adaptive teaching, metacognitive approaches, specialist interventions and personalised support, we ensure that pupils receive the right help at the right time. Provision such as The Den, speech and language therapy, pastoral support, play therapy and psychotherapeutic services complement strong classroom practice so that pupils can flourish academically, socially and emotionally.

The strategy reflects the seven principles of inclusion by promoting belonging, participation, high aspirations, early identification, partnership, equity and continuous improvement. We celebrate diversity, value pupil voice and recognise that every learner is unique. We are committed to creating an environment where differences are understood and respected, and where all pupils are encouraged to contribute positively to their school and wider community.

Families and the wider community play a vital role in shaping our inclusive culture. Through regular consultation, SEND reviews, parent workshops, community

engagement and ongoing collaboration with external agencies, we work together to understand needs, celebrate strengths and improve outcomes for children.

Our inclusion strategy reflects our belief that provision for vulnerable pupils should be at the heart of school life. By working together with pupils, families, staff and partners, we will continue to build a school where every child is known, supported, challenged and empowered to thrive.

Our analysis of pupil need, outcomes and participation has identified four interconnected priorities for the development of inclusive practice at Foxborough during 2026–27:

1. Strengthening inclusive classroom practice – continuing to develop consistently strong adaptive teaching, curriculum adaptation and staff expertise so that pupils' needs are increasingly met through high-quality ordinarily available provision.
2. Earlier identification and intervention – identifying barriers to learning, communication, regulation and participation as early as possible and responding to need without waiting for diagnosis or statutory assessment.
3. Regulation, belonging and participation – developing a consistent whole-school approach to regulation and relational practice through TGMC, alongside strengthening The Den and targeted therapeutic support for pupils requiring additional provision.
4. Attendance and engagement – improving attendance and participation for pupils with SEND and other vulnerable groups through high expectations, early identification and effective support for families.

These priorities do not represent separate areas of provision. They provide the strategic framework through which the school will address the barriers identified below. Our activities include both universal and targeted approaches and are funded through a combination of the school's core budget, notional SEN budget and Inclusive Mainstream Fund.

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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Communication and Language: Speech, language, communication and vocabulary development are significant barriers for a proportion of pupils. 31% of pupils on the SEN register, and 11% of pupils overall, have SLCN as their primary identified need. Assessment, SaLT advice and classroom observation indicate that difficulties with receptive and expressive language can affect pupils' ability to access vocabulary-rich teaching, communicate needs, develop relationships and demonstrate their learning.
2	Social, Emotional and Mental Health (SEMH): Foxborough has experienced increasing complexity of SEMH need (10%), particularly in younger year groups. Suspensions increased from 0 in 2023-24 to 16 in 2025-26; all of these were pupils in Year 3 or younger. Currently 17 pupils access specialised support through counselling or play therapy. Furthermore, 25% of pupils have been known or are currently known to social care, providing important contextual evidence of the adversity experienced by some families. These factors can affect emotional regulation, relationships, readiness to learn and sustained engagement with education.
3	Neurodiversity: The school is experiencing an increase in pupils with diagnosed and emerging neurodiverse needs. There are currently 5 pupils with an autism diagnosis, 2 with ADHD and 10 awaiting assessment, compared with 3 pupils identified with these needs in 2023–24. 7 pupils currently require significant sensory, environmental, communication or executive-function adaptations to participate successfully in classroom learning. This reinforces the need for a needs-led approach in which appropriate reasonable adjustments and adaptive teaching are implemented without waiting for formal diagnosis.
4	Disadvantage: 40% of pupils are eligible for Pupil Premium, representing a significant proportion of the school. 33 pupils who are PP also have a SEN, meaning that a number of pupils experience intersecting barriers to participation and achievement. In 2025–26 persistent absence was 26.4% for PP pupils compared with 22.9% overall, while KS2 data indicates a more positive picture in that PP pupils outperformed national in Maths, Writing and combined in 2026. Our analysis therefore identifies disadvantage as an important compounding factor rather than a standalone need.
5	Attendance: Persistent absence remains a significant barrier to inclusion. In 2025–26, 22.9% of pupils were persistently absent, rising to 26.4% for disadvantaged pupils and 28.4% for pupils with SEND. Overall attendance was 93.3%, compared with 92% for SEND pupils and 93.2% for disadvantaged pupils. Analysis indicates that pupils experiencing SEND and

	disadvantage are disproportionately represented within persistent absence, reducing their access to teaching, relationships, therapeutic provision and wider school experiences.
6	Mobility, Transition and School Readiness: Pupil mobility creates a significant challenge to continuity of learning and early identification of need. Only 37% of the current Year 6 cohort attended Foxborough during KS1, and during 2025–26 58 pupils joined and 68 left the school outside normal transition points. Of pupils entering Reception, only 32% of pupils scored 11% on our OT school readiness assessment; 0 children scored full marks for age-related expectations. Some pupils joining mid-phase arrive with limited assessment information or previously unidentified additional needs, requiring rapid assessment and adaptation of provision.

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 <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Communities of Practice Communities of Practice for Intelligent Inclusion to enable all staff to further develop adaptive teaching and assessment strategies. Includes: • Administration • Planning, resourcing • Facilitation training and resourcing • Delivery and evaluation (Barriers 3 and 4)	Universal	£1,600 (IMF)
Core Groups Pioneer Core Groups that each focus on inclusion across a range of areas including attendance and behaviour, personal development and wellbeing, curriculum and teaching, inclusion (disadvantage), digital and AI, and safeguarding. Includes: • Planning and resourcing time for facilitators • Release time for staff across Pioneer • Delivery and evaluation (Barriers 2, 4, 5)	Universal	£1,600 (IMF)
Cross-Trust TA training This training draws on the Intelligent Inclusion adaptive teaching and assessment strategies of the Communities of Practice. Teaching Assistants are	Universal	£1,600 (IMF)

enabled to support pupils effectively, with knowledge and confidence. • Planning and resourcing time for facilitators • Release time for staff across Pioneer • Delivery and evaluation (Barriers 1, 2, 3, 4)		
Pioneer Offer Includes: • Artist in Residence programme • Pioneer Parliament • Pioneering Pupil Leadership Programme • Pioneer Arts Week • Pioneer Showcase • Charity Challenge (Barriers 4, 5, 6)	Universal	£1,600 (IMF)
Specialist Professional Support Package Includes: • Whole Education SEND Improvement Programme: – Access to Evaluate My School Audit and Action Planning Tool – Attendance to Whole Education networking groups – Access to digital resource network – School Learning Visits • Confederation of School Trusts • SEND admin support • Educational Psychology • Occupational Therapy • Speech and Language Therapy • Play Therapy • 1:1 Child Psychotherapy	Targeted	Core budget

• Facilitation of Parent Workshops • Calibre Audio books (Barriers - all)		
In-school CPDL CPD planned to cover neurodiversity and adapted teaching, Communication and Language, Behaviour and Self-regulation (Barriers – 1, 2, 3, 4, 6)	Universal	£3,200 (IMF)
Adaptive Curriculum resources Utilising evidence-based research and Pioneering Pedagogy, the knowledge-rich curriculum is adapted to match the ambition of school leaders. Includes: • Planned sequencing • Scaffolding resources • Assessment materials • Vocabulary-focused resourcing • In-built Reading and Oracy strands (Barriers 1, 3, 4, 6)	Universal	£3,200 (IMF)
TGMC (The Good Morning Club) School School-wide approach including whole-class regulation mapping, check-ins and scaffolded learning pathways. (Barriers – 1, 2, 3, 6)	Universal	Subscription £599 Core budget
The Den Developing a provision that provides small group support for children with C&I (Cubs) and SEMH (Nurture) (Barrier - all)	Targeted	Staffing – 2 SEN TAs Resources SENCO support Core budget
Attendance Strategy ‘No more than four’ - Proactive strategy tackling attendance and set high expectations and support plans. (Barrier 2, 4, 5, 6)	Universal	Pastoral lead and Family Support lead time Admin time Core budget

Speech and Language provision including NELI Therapist and related audits, training and interventions – supporting children with SLCN and autism, including children with EHCPs. SALT trained HLTA to deliver target interventions, including the NELI programme. Use of Verbo. (Barrier 1)	Universal & targeted	SaLT Therapist £5100 HLTA time TA time Resources Core budget
Educational Psychologist support Early identification of need, support for neurodiverse pupils- advice and guidance sessions through CPD and ‘Team around the child’ meetings with parents and teachers. (Barriers - all)	Targeted	EP £4800 Core budget
Staff CPD series on SEND and neurodiversity Whole-staff CPD on neurodiversity best practice and adaptive teaching, including engagement with the Experts at Hand offer (Barriers 1, 2, 3)	Universal	Core budget
School Readiness Programme Co-produced SENCO/OT programme, identifying development and reflex needs and daily whole class intervention to Reception. (Barriers 4, 6)	Universal	Core budget
OT targeted support Targeted support for identified pupils including pupils with an EHCP. (Barriers 4, 6)	Targeted	£3900 Core budget
Psychotherapy, School counsellor and Play therapist services Bought-in professionals to support more complex SEMH needs. Weekly intervention. (Barriers 1, 2, 3, 4)	Targeted	£30970 Core budget
Lightning Squad (FFT)	Targeted	Staff

Post-phonics, reading fluency intervention to target pupils in increasing pace and reading fluency (Barrier 4)		Resources Subscription £495 Core budget
Phonics programme – Read Write Inc School Phonics programme including targeted phonics tutoring and support, for those new to English across the school (Barrier 4)	Universal	Subscription costs £1860 Core budget
Widgit Symbol-based visual language that supports with communication, learning or literacy difficulties understand text needed to support pupils with C&I needs. (Barriers 1, 2, 3)	Universal	Subscription costs £295 Core budget
Classroom environments Reasonable adjustment & environmental resources to support pupils with neurodiversity. (Barrier 1, 2, 3, 6)	Universal	Comes from SEN budget £500
SNAP assessment tool Early identification tool (Barriers 1, 2, 3)	Targeted	£0 - currently provided by SBC until June 2027

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
Pupils with communication and language needs are able to access learning more successfully.	Speech and language targets demonstrate progress for the majority of pupils receiving SaLT support, and staff report

	increased participation and confidence in the classroom.
Pupils with SEMH needs demonstrate improved emotional regulation and readiness to learn.	Pupils accessing nurture, counselling, psychotherapy or play therapy show improved engagement, participation and self-regulation as evidenced through learning plans, pupil voice and behaviour data.
Neurodiverse pupils are successfully included in mainstream classrooms and wider school life.	Teachers consistently implement agreed reasonable adjustments and adaptive teaching strategies, and neurodiverse pupils participate fully in lessons, enrichment activities and school events.
Attendance improves for pupils with SEND and other vulnerable groups.	SEND attendance is at least in line with the previous academic year and persistent absence decreases over time.
Behaviour incidents requiring significant intervention reduce for identified pupils.	Individual pupils receiving targeted SEMH support demonstrate reduced incidents of dysregulation, internal exclusions and suspensions.
Pupils with SEND make progress from their starting points across the curriculum.	Assessment data shows that pupils with SEND make expected or better progress towards individual and curriculum outcomes.
Pupils experience a strong sense of belonging and inclusion within the school community.	Pupil voice demonstrates that pupils feel safe, valued, listened to and included in school life.
Staff are confident in meeting the needs of pupils with additional needs and SEND.	Quality assurance, staff feedback and classroom observations demonstrate the effective implementation of inclusive and

	adaptive teaching strategies across the school.
Parents and carers work in effective partnership with the school.	Families engage positively with reviews, workshops, consultations and support programmes, and feedback indicates that they feel informed and involved.
Pupils are successfully supported through key transitions.	Identified pupils are supported through planned transition arrangements and are able to settle quickly into new classes and educational settings.
Leaders can demonstrate the impact of SEND provision at individual pupil, intervention and whole-school level.	All targeted SEND interventions have clearly defined entry criteria, baseline measures, intended outcomes and exit criteria. Impact is reviewed at agreed intervals and provision is adapted or discontinued where evidence demonstrates insufficient impact.
Leaders identify pupils' needs quickly and accurately, including any emerging or changing needs.	All concerns raised through the SEND referral process receive an initial response within two weeks, with observation, assessment and parent/pupil voice used to determine appropriate next steps. Termly analysis evaluates whether appropriate adaptations and support are implemented promptly and reviewed through the graduated approach.

Review of the previous academic year (2025-26)

During 2025–26, Foxborough continued to respond to a high and increasingly complex level of need. At the end of the year, 74 pupils (31%) were on the SEND register, broadly consistent with the previous year. Six pupils had an EHCP, an increase of two during the year. The subsequent increase to 11 EHCPs in 2026–27 further demonstrates the changing complexity of need within the school.

The school continued to develop a needs-led approach to inclusion, underpinned by adaptive teaching, the graduated approach and access to targeted and specialist provision. The January Trust Review on Inclusion recognised a clear process for identifying emerging or changing needs, involving referral, observation, pupil and family voice and appropriate planning. It also recognised significant work to improve inclusive classroom environments and resources, including reducing cognitive load, dual coding and improved staff understanding of needs such as movement and stimulating.

There was evidence of positive impact from targeted provision. Six younger pupils accessed the Cubs provision within The Den and all six successfully reintegrated into in-class support. A further 18 pupils accessed nurture provision. The Trust review also identified examples of pupils whose attendance improved following targeted support and recognised the developing role of The Den as a therapeutic, teaching and regulation space. A particularly strong case identified through external review was a pupil who had arrived at Foxborough having experienced 22 previous suspensions and initially struggled to access lessons. Following sustained support, the pupil was attending class throughout the day other than for planned interventions and had experienced fewer suspensions during the academic year.

Academic outcomes demonstrate both strengths and continuing inequality for pupils with SEND. Year 1 phonics was particularly positive, with 82% of pupils with SEND achieving the expected standard, compared with 43% in 2024–25. All SEND pupils taking the Year 2 phonics check achieved the expected standard. In EYFS, 50% of pupils with SEND achieved GLD, compared with 28% in the previous year.

At KS2, the picture was more variable. The cohort had a particularly high proportion of pupils with SEND: 11 of 28 pupils (39.3%). SEND outcomes were strongest in writing, where 63.6% achieved the expected standard, and mathematics, where 45.5% achieved expected, but reading remained a significant concern, with only 18.2% achieving the expected standard. This should remain an important focus for school improvement rather than being attributed solely to cohort characteristics.

The wider KS2 progress picture provides important context. Of the 15 pupils for whom comparable KS1 data was available, 67% made expected or better progress in reading, 80% in writing and 87% in mathematics. Progress scores were -0.75 in reading, +1.84 in writing and +0.96 in mathematics. However, because these figures are not disaggregated for SEND pupils, the school cannot yet confidently demonstrate the progress made specifically by pupils with SEND. This reinforces the need for more systematic monitoring of both academic progress and the impact of interventions.

Partnership with parents developed significantly during the year. Through the NHS PINS programme, the school worked directly with a parent group to identify strengths and

areas for improvement. Parents spoke positively about The Den, access to specialist provision, the responsiveness of the SENCO, staff efforts to address school avoidance and positive relationships with staff. However, parents also identified inconsistency in communication, uncertainty about SEND and EHCP pathways and insufficient explanation when provision changed.

Importantly, the school responded to this feedback rather than simply collecting it. This included replacing limited behaviour text messages with more informative reflection sheets, planning parent coffee mornings and SENCO drop-ins, and committing to clearer parent-facing information about reasonable adjustments, The Den and SEND pathways. The next stage is to evaluate whether these changes improve parents' understanding, confidence and experience over time.

Evaluation also identified areas where practice needs to become more precise. Although Learning Plans and intervention systems were established, external review found that leaders were not yet able to demonstrate impact with sufficiently robust and data-driven evidence. In particular, it was not consistently clear when individual targets should be considered achieved, how progress measures linked to exit criteria, or how the impact of interventions was being evaluated. This reflects the school's own evaluation that interventions were not sufficiently measured during 2025–26.

Identification also needs to become earlier and more systematic. Although referral processes have strengthened, the school recognises that some needs have historically been identified too late. This is particularly significant given the high level of pupil mobility and increasing number of pupils presenting with emerging neurodevelopmental, communication and SEMH needs.

Overall, the evaluation of 2025–26 shows significant inclusive capacity and examples of strong impact, but where the measurement and consistency of that impact need to improve. There is evidence that targeted provision has successfully increased participation, supported reintegration and improved outcomes for individual pupils, while strong phonics outcomes demonstrate what pupils with SEND can achieve when provision is well matched to need. However, weaker KS2 reading outcomes, increasing complexity of need, late identification for some pupils and insufficiently precise evaluation of interventions demonstrate the need to strengthen the universal offer alongside targeted provision.

Consequently, the priorities for 2026–27 are to strengthen adaptive teaching and inclusive classroom practice; identify needs earlier; establish robust entry, baseline, review and exit measures for interventions; develop The Den as a clearly defined specialist provision; improve regulation, attendance and participation; and strengthen co-production with pupils and families.

Further information (optional)

Foxborough Primary School serves a diverse community with higher-than-average levels of SEND, disadvantage and English as an Additional Language. Many pupils experience multiple barriers to learning simultaneously. We continually evaluate the impact of our inclusive practice through progress, attendance and behaviour data, alongside pupil voice, parent feedback and quality assurance activities. This strategy will be reviewed annually to ensure it remains responsive to the needs of our pupils and continues to promote participation, belonging and achievement for all.