

Inclusion School Improvement Plan 2025-2026



Accelerate progress and raise the attainment of all vulnerable groups of learners in Reading, Writing and Mathematics, expecting all to achieve at least good progress from their individual starting points.

Ensure close and regular monitoring of the progress and attainment of all vulnerable groups of learners including SEND, Pupil Premium, looked after children and EAL pupils through observations and book moderations.

To provide, and closely monitor, effective tailored intervention that accelerates progress and closes the attainment gap for all groups of vulnerable learners.

To enhance individual learning and raise pupil's aspirations using local facilities and practical cross curricular opportunities.

To continue to work closely with parents and external agencies to provide support networks for vulnerable families through the school's SENDCo and Pastoral Manager.

Continue to identify resources and guidance available to staff and children to promote and support positive mental health and wellbeing.

To develop pupil voice, empowering pupils to identify, develop and share information relating to behaviour, wellbeing and safety across the school and local community.

Regularly monitor and review the effectiveness of teaching and learning within the classroom.

Provide staff with regular feedback relating to provision being offered to pupils within the classroom.

Regularly monitor the planning and delivery of intervention, ensuring it meets the needs of the children.

Wherever possible, continue to utilise children's personal interests and practical based tasks as ways to engage children in learning and to support the teaching of cornerstones topics.

To further develop the 'parent voice' section of the school website to provide signposting for supporting parents.

Work closely with the school leadership team to identify effective ways to embed wellbeing practises into to everyday school life.

Work with external agencies to deliver awareness raising assemblies and workshops relating to keeping safe issues and

Continue to analyse termly data to identify key groups or trends in cohorts or classes, closely monitoring vulnerable groups.

Conduct regular book monitoring to ensure the progress of vulnerable groups of learners across the school.

Meet at least half termly with TAs and Teachers to discuss and analyse the effectiveness of interventions being delivered.

Work closely with foundation subject leaders to identify practical tasks that can be used to support children to learn concepts in real life, cross curricular ways.

Work with the Pastoral Manager to promote and develop open working relationships with parents.

Pastoral Manager to attend the Future in Minds programme, establishing working relationships with other service providers to support effective Wellbeing within school.

Children to continue to participate in purposeful learning walks reflecting on key areas of focus across school, including : safeguarding, behaviour and wellbeing.

