Inclusion Strategy – Maltese Road 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 to 2029
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Mrs Faye White

Statement of intent

At our school, we believe that every child deserves to feel valued, respected, safe and included. We are committed to creating an environment where every child belongs, is supported to overcome barriers and is given the opportunity to achieve their full potential.

At Maltese Road Primary School, our ultimate objective is that every child, including those with SEND, feels a strong sense of belonging; we identify and remove barriers to learning and participation as early as possible; every child can take a full and active part in school life; high quality, inclusive teaching meets the needs of all our learners; and we work in close partnership with families and the wider school community. We are committed to building an inclusive core offer for all pupils, alongside timely, targeted support for those who need it.

This strategy works towards that objective by combining a strong universal offer with early, evidence-informed intervention. We deploy our budgets according to identified need, to strengthen inclusive teaching, support emotional wellbeing and belonging, and identify and remove barriers to learning and participation as early as possible.

As an Essex school, we have also aligned this strategy to the six pillars of the Essex Inclusion Strategy, Equity and Excellence for All: relationships; wellbeing; attending; participating; achieving; and moving on. The activities in this strategy are signposted to the pillar or pillars they contribute to, so our school-level work can be read alongside the county-wide strategy. Our shared ambition is that every child feels safe, valued and knows that they belong.

In developing this strategy, we have addressed the 7 principles of inclusion and worked with our staff, families and the wider school community. To understand the barriers our pupils face, we drew on classroom observation and engagement with teachers; internal assessments; engagement with families and pupils; discussions with external professionals; data on send, attendance, behaviour and attainment; evidence on local or national trends in changing need. We will keep this statement under review so that it continues to reflect the needs of our cohort.

Our ambition is simple: every child belongs, every child participates and every child thrives.

We will monitor and review the impact of this strategy throughout the year. Led by SENCo, reviewed each term by Headteacher and reported to Governors twice a year.

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 (including notable trends or themes over time, such as a growing prevalence or increasing complexity)
1	Speech, language and communication needs
2	Gaps in reading and literacy
3	Gaps in numeracy
4	Attention, focus and executive function
5	A widening attainment gap for pupils with SEND
6	Social, emotional and mental health needs, including anxiety and low mood
7	Difficulty with emotional regulation
8	Experience of trauma or attachment-related needs
9	Behaviour that challenges, disengagement or withdrawal
10	Sensory processing and self-regulation needs
11	A low sense of belonging or wellbeing
12	Persistent or severe absence
13	Difficulty with transitions between settings, year groups or key stages
14	Emotionally based school avoidance

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 our universal offer.

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)**
Secure specialist advice to improve school policies and planning around pupils' needs Addresses barrier(s): 1, 2, 3, 7, 10, 12 *Evidence: EEF teaching and learning tool kit, EEF Special Educational Needs in mainstream and Essex Ordinarily available* **Essex pillar: Achieving**	Universal	*Essex Inclusion Partner (LA) Speech and Language Therapist (Provide)*
Review and strengthen policies to embed high expectations for all children, particularly those with SEND Addresses barrier(s): 1, 2, 3, 7, 9, 12 *Evidence: EEF Teaching and Learning Tool Kit, EEF Special Education Needs, Essex Ordinarily Available* **Essex pillar: Achieving**	Universal	
Deliver effective small group and one to one interventions, evaluated carefully for impact Addresses barrier(s): 1, 2, 3, 5, 6, 7, 10 *Evidence: scaffolding, pre-teaching vocabulary, smaller quieter space, consistent, evidence based* **Essex pillar: Achieving**	Targeted	*Learning support assistants (Part time, £10,000 and full time £22,000-£25,000)*
Use flexible grouping to scaffold learning, deepen understanding or pre-teach vocabulary Addresses barrier(s): 2, 3, 5 *Evidence: scaffolding, pre-teaching vocabulary, smaller quieter space, consistent, evidence based* **Essex pillar: Achieving**	Universal	*Learning support assistants* *(Part time, £10,000 and full time £22,000-£25,000)*

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)
Deploy teaching assistants in line with best practice to build pupils' independent learning skills Addresses barrier(s): 1, 2, 3, 4, 5, 9, 10, 11 *Evidence: consistent support, whole school approach, trained LSA's* **Essex pillar: Achieving**	Universal	*Learning support assistants (Part time, £10,000 and full time £22,000-£25,000)*
Identify needs early and put targeted support in place as soon as they emerge, without waiting for formal assessment Addresses barrier(s): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 *Evidence: early identification, use of external systems* **Essex pillar: Achieving**	Targeted	*Formal assessment toolkits* *(£120 per year - £250)*
Provide professional development focused on improving classroom teaching Addresses barrier(s): 1, 2, 3, 5, 7, 8, 9, 10, 12 *Evidence: evidenc- based training, whole trust training, monitoring by SLT* **Essex pillar: Achieving**	Universal	
Adapt the curriculum to pupils' prior knowledge and potential barriers to learning Addresses barrier(s): 2, 3, 5 *Evidence: scaffolding, pre-teaching vocabulary, smaller quieter space, consistent, evidence based, change curriculum to fit needs of cohort* **Essex pillar: Achieving**	Universal	
Use the EEF Teaching and Learning Toolkit to plan teaching and learning adaptations Addresses barrier(s): 1, 2, 3, 4, 5, 6, 7, 8 *Evidence: Adaptation classes, Quantum 7 principles of Teaching and Learning., Welcomm training- Speech and Language* **Essex pillar: Achieving**	Universal	

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)
Deliver activities that build life skills, independence, creative arts or sport Addresses barrier(s): 1, 4, 6, 7, 8, 9, 10, 11, 12 *Evidence: trained PE coach that the children enjoy, upskilling teachers in PE, outdoor learning environment, cooking in curriculum, promote independence using core values* **Essex pillar: Achieving**	Universal	*PE coach (£10,000 per year)* *Resources (£500)*
Run extra-curricular activities to engage pupils and increase participation in school life Addresses barrier(s): 6, 11, 12 *Evidence: teacher free clubs and paid for clubs based on children's interests* **Essex pillar: Participating**	Universal	
Develop and train staff to deliver a coherent whole-school approach to behaviour Addresses barrier(s): 1, 2, 3, 5 *Evidence: whole school approach, Essex based strategies, Positive behaviour with restorative approach.* **Essex pillar: Relationships**	Universal	*TPP training (£200)*
Clearly explain the rationale for behaviour expectations to staff, pupils and families Addresses barrier(s): 6, 9, 10, 11 *Evidence: whole school approach, TPP evidence, positive behaviour policy, restorative approach from specialist advice* **Essex pillar: Relationships**	Universal	
Develop quiet spaces and structured activities for breaktimes and lunchtimes Addresses barrier(s): 6, 7, 9, 10, 11, 12 *Evidence: EFF teaching and Learning tool Kit, Essex Ordinarily Available* **Essex pillar: Participating and Wellbeing**	Universal	*Resources (£1,000)*

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)
Implement attendance interventions that consider the needs of pupils with SEND Addresses barrier(s): 12 *Evidence: Attention to autism toolkit, EEF special needs in Mainstream , let's talk we miss you approaches and strategies, support for LA* **Essex pillar: Attending**	Targeted	
Develop guidance for parents and carers, signposting wider services and supporting learning at home Addresses barrier(s): 6, 10, 11, 13 *Evidence: outside agencies provide workshops based on evidence* **Essex pillar: Relationships and Achieving**	Universal	
Create visual supports such as timetables and communication aids Addresses barrier(s): 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 13 *Evidence: Visuals from SLT team, EEF, Essex Ordinarily Available, specialist advice from Local Authority* **Essex pillar: Achieving**	Universal	*Widget (£120)*

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
Improved attendance and reduced persistent absence, particularly for pupils with SEND	Attendance data shows a measurable rise in attendance and a fall in persistent absence for pupils with SEND, reviewed termly.
Improved attainment and progress in learning for pupils with additional needs	Internal assessment data shows pupils with additional needs making expected or better progress from their starting points.
Improved engagement and participation in lessons and wider school life	Increased participation in enrichment, trips and clubs, with engagement tracked through registers and lesson observation.
Improved behaviour and reduced suspensions	Behaviour records (myconcern) and suspension data show a reduction in incidents and exclusions, particularly for pupils with SEND.
Greater staff confidence and consistency in inclusive, adaptive teaching	Staff surveys and learning walks show increased confidence and more consistent use of inclusive, adaptive teaching strategies.
Earlier identification of needs, and earlier support	Needs are identified and support put in place sooner, evidenced by the time between first concern and support being recorded.
Stronger engagement and partnership with families	Higher attendance at review meetings and family events, with positive feedback gathered from parents and carers.
Improved speech, language and communication across the cohort	Language screening (Wellcomm) and teacher assessment show more children reaching age-related expectations in communication.
A narrowing attainment gap between pupils with SEND and their peers	Internal and national assessment data show the gap between pupils with SEND and their peers narrowing over the year.
Smoother transitions into, within and out of school	Pupil, parent and staff feedback shows transitions are well supported, with fewer concerns raised at key transition points.

Review of the previous academic year

This is our first inclusion strategy under the inclusive mainstream fund, so there is no previous academic year to review. We will assess the impact of this strategy at the end of the year, drawing on assessment data, attendance, engagement and pupil and family feedback, and use what we learn to shape next year's strategy.

ESSEX ANNEX · ESSEX INCLUSION STRATEGY, EQUITY AND EXCELLENCE FOR ALL

Our strategy and the Essex Inclusion Strategy

As an Essex school, we have signposted the activities in this strategy to the six pillars of the Essex Inclusion Strategy. Where an activity contributes to two pillars it is shown under both. This annex sets out that alignment so our governors, our school cluster and the local authority can read our statutory strategy alongside the county-wide one. Our shared ambition: every child feels safe, valued and knows that they belong.

Child and family centred	**Partnership and co-production**	**Evidence and outcomes focused**	**Consistent, equitable and sustainable**
Support shaped around children and families, not systems.	Built with pupils, families and our cluster.	Each activity links to a success measure.	The same quality of support for every child, every year.

ESSEX PILLAR 1 · RELATIONSHIPS

Positive, mutually respectful relationships that support the inclusion of every pupil

What our audit and voices told us	**How this strategy responds**
• *Children at Maltese Road feel welcomed, valued and included as part of our school community.* • *Children know that there is a trusted adult they can talk to if they have a worry or need support.* • *Our children build positive relationships with staff and their peers and are encouraged to celebrate and respect individual differences.* • *Children feel that they belong and that their voices are listened to*.	• Develop and train staff to deliver a coherent whole-school approach to behaviour • Clearly explain the rationale for behaviour expectations to staff, pupils and families • Use a framework to understand pupil, family and staff belonging, for example anonymous surveys • Develop guidance for parents and carers, signposting wider services and supporting learning at home

ESSEX PILLAR 2 · WELLBEING

The wellbeing of every member of the school community is well supported

What our audit and voices told us	How this strategy responds
• *Children tell us that they feel safe, happy and cared for at Maltese Road.* • *Children know who their safe adults are and feel confident approaching them for help or reassurance.* • *Staff know our children well and work hard to understand their individual emotional and social needs.* • *Children enjoy coming to school and benefit from positive relationships and supportive routines.*	Barriers 6, 7, 8, 9, 10 and 11, addressed through: ● Develop quiet spaces and structured activities for breaktimes and lunchtimes

ESSEX PILLAR 3 · ATTENDING

Every pupil enjoying school and attending well

What our audit and voices told us	How this strategy responds
• *Children enjoy coming to Maltese Road and value the friendships and relationships they have developed.* • *Children enjoy their learning and the opportunities that school provides.* • *We recognise that positive relationships, feeling safe and having a sense of belonging all contribute to children wanting to attend school.* • *We want every child to feel that school is a place where they are happy, supported and successful.*	Barriers 12 and 14, addressed through: ● Implement attendance interventions that consider the needs of pupils with SEND

ESSEX PILLAR 4 · PARTICIPATING

Every pupil able and eager to take part in all aspects of school life

What our audit and voices told us	How this strategy responds
• *Children enjoy taking part in the wide range of activities and experiences offered at Maltese Road.* • *Children value opportunities to explore their interests, develop talents and try new experiences.* • *We want all children, regardless of their individual needs or circumstances, to feel able to participate fully in school life.* • *Enrichment opportunities help children develop confidence, friendships, independence and a sense of achievement.*	● Run extra-curricular activities to engage pupils and increase participation in school life ● Fund staffing, equipment or accommodations that remove practical barriers to participation ● Develop quiet spaces and structured activities for breaktimes and lunchtimes

ESSEX PILLAR 5 · ACHIEVING

An equitable, high-quality curriculum that supports every pupil to achieve well

What our audit and voices told us	How this strategy responds
• *Children benefit from a high-quality education where staff have high expectations for every child.* • *Children are supported and encouraged to achieve their full potential, whatever their starting point.* • *Staff work hard to understand individual needs and adapt teaching so that all children can access learning and experience success.* • *Children are encouraged to develop independence, confidence and a love of learning.*	Barriers 1, 2, 3, 4 and 5, addressed through: ● Secure specialist advice to improve school policies and planning around pupils' needs ● Review and strengthen policies to embed high expectations for all children, particularly those with SEND ● Deliver effective small group and one to one interventions, evaluated carefully for impact ● Use flexible grouping to scaffold learning, deepen understanding or pre-teach vocabulary ● Deploy teaching assistants in line with best practice to build pupils' independent learning skills ● Identify needs early and put targeted support in place as soon as they emerge, without waiting for formal assessment ● Provide professional development focused on improving classroom teaching ● Adapt the curriculum to pupils' prior knowledge and potential barriers to learning ● Use the EEF Teaching and Learning Toolkit to plan teaching and learning adaptations ● Deliver activities that build life skills, independence, creative arts or sport ● Develop guidance for parents and carers, signposting wider services and supporting learning at home ● Create visual supports such as timetables and communication aids ● Improve classrooms and busy spaces to meet sensory needs, including acoustics, lighting and reducing clutter ● Improve or adapt assistive technology to support a range of needs

ESSEX PILLAR 6 · MOVING ON

Every pupil well supported to move on to the right next step

What our audit and voices told us	How this strategy responds
• *Children are supported through changes and transitions so that they feel confident and secure.* • *Children are encouraged to develop the skills, confidence and independence they need for their next steps.* • *We want every child to leave each stage of their education feeling valued, successful and ready for the opportunities ahead.*	Barrier 13, addressed through: ● Plan enhanced onboarding and phased transitions for pupils who need them

Our leading priority this year: Difficulty with emotional regulation.

With our school cluster	With Experts at Hand	With children and families
Through cluster working we help to identify shared pressures across the locality, offer peer challenge and share effective inclusive practice between settings.	Where a child needs more than we can provide alone, this strategy is our evidence base for timely, needs-led requests, so specialist advice builds our staff's skills and confidence.	Developed with our pupils and families, whose voice tells us whether children feel safe, valued and that they belong.