Castleton CofE Primary School
School Inclusion Strategy

November 2026-November 2027

Castleton CofE Primary School	**2026–2027**	**Jayne Jackson** **Headteacher / SENDCO**
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Statement of intent: our commitment to inclusion

At Castleton CofE Primary School, every child belongs, participates and achieves. We identify and remove barriers to learning, participation and wellbeing through high-quality teaching, reasonable adjustments and strong partnership with pupils, families and professionals. Our inclusive practice is supported through our core school budget, including the notional SEN budget, and the Inclusive Mainstream Fund where applicable. The Derbyshire Inclusion Framework and Whole School Provision Map help us identify strengths, barriers, priorities, provision and impact. We review our approach regularly so it remains responsive to our school community.

At Castleton C of E Primary School, we are committed to creating an inclusive community where every child feels valued, belongs, and is supported to thrive academically, socially, emotionally and spiritually. This strategy sets out our ambition to remove barriers to learning and participation, ensuring all pupils can achieve their full potential through high-quality, responsive provision. It has been shaped through ongoing collaboration with pupils, families, staff, governors and external partners, reflecting the needs, strengths and aspirations of our school community.

Our Inclusion Principles

The eight Derbyshire principles collectively support the DfE's seven principles of inclusion.

Belonging Every pupil feels safe, valued and included. *DfE link: Safe culture, attendance and participation*	**Responsibility** Inclusion is everyone's responsibility. *DfE link: Leadership and governance*
Flexibility We adapt teaching, environment and approach. *DfE link: Accessible inclusive environments*	**Identification** Needs and barriers are identified early. *DfE link: Evidence-based early intervention*
Provision Support is matched to need and reviewed. *DfE link: High-quality adaptive teaching*	**Opportunities** All pupils access learning and wider school life. *DfE link: Enriching provision*
Championing We celebrate diversity and achievement. *DfE link: High expectations and accessibility*	**Co-production** Children and families shape decisions. *DfE link: Partnerships with families and services*

Key barriers to learning and participation

Summarise the most significant barriers, trends or themes identified through school data, pupil and family voice, the Inclusion Framework and Provision Map.

Ref.	Barrier, trend or theme	Evidence or source
1	**Attendance, Term-Time Holidays and Absence for Minor Illness** Attendance analysis identifies a significant trend relating to avoidable absence, particularly through term-time holidays and pupils being kept off school for minor illnesses that would not normally prevent attendance. While overall attendance remains broadly positive, these patterns disproportionately affect a small number of pupils and can lead to gaps in learning, reduced continuity of curriculum coverage and diminished participation in wider school experiences.	The trend has been identified through: • Whole-school attendance data and attendance trends over time. • Persistent absence and pupil-level attendance analysis.

	School data shows that family holidays during term time continue to impact attendance rates. In addition, some families adopt a cautious approach to minor illnesses, resulting in pupils missing learning opportunities despite being well enough to attend school. The school continues to promote the importance of regular attendance through clear communication with families, early intervention, attendance monitoring and supportive engagement with parents to ensure pupils maximise their learning opportunities.	• Analysis of authorised and unauthorised absence codes. • Records of requests for leave during term time. • Attendance reports to governors. • Comparison of attendance, attainment and progress data. • Parent communications and discussions regarding absence. • Pupil voice regarding missed learning and school experiences. • Safeguarding and pastoral records where attendance concerns have been identified. • Attendance reviews and casework undertaken by school leaders. These sources indicate that term-time holidays and absence for minor illness remain key barriers to learning and participation for a small number of pupils and continue to be an area of strategic focus within the school's improvement and inclusion work.
2	**Starting Points, Mobility and Additional Needs** School analysis identifies low starting points on entry as the most significant barrier to learning. Many children enter school, working below age-related expectations, particularly in communication and language, personal, social and emotional development, early literacy, and self-regulation. The school experiences a higher-than-average proportion of pupils joining outside of the normal admission points, including mid-year admissions and pupils transferring into classes at various points throughout the primary phase. Many of these pupils arrive with disrupted learning experiences, gaps in knowledge, differing curriculum experiences, attendance concerns, or SEND needs. This creates additional challenges in ensuring continuity of learning, securing curriculum progression and accelerating progress towards age-related expectations. Additional barriers include:	The barriers identified are evidenced through: • EYFS baseline and on-entry assessments. • Reception and whole-school attainment and progress data. • Analysis of in-year admissions and mobility data. • End of EYFS Good Level of Development (GLD) outcomes over time. • Phonics screening, reading and writing attainment data. • SEND register trends and ISP reviews.

	• Delayed language development and limited vocabulary acquisition. • Increasing levels of SEND and emerging additional needs, particularly in communication and interaction, cognition and learning, and social, emotional and mental health. • Variability in school readiness, independence and resilience. • Attendance and engagement challenges.	• Derbyshire Inclusion Framework self-evaluation. • Pupil voice and wellbeing surveys. • Parent and family voice, including admissions, review meetings and SEND consultations. • Attendance, behaviour and safeguarding data. • Transition information from pre-school settings, previous schools and external agencies. • Intervention impact reviews and pupil progress meetings. These sources consistently demonstrate that low starting points on entry, coupled with pupil mobility and increasingly complex needs, are the most significant barriers to learning and participation, informing the school's strategic focus on early intervention, inclusion and securing strong progress from individual starting points.

Our priorities, activity and intended impact

Priority 1

Attendance, Term-Time Holidays and Absence for Minor Illness

Focus:
Improve attendance and reduce avoidable absence to ensure all pupils, particularly those with SEND and additional needs, can fully access learning and participate in school life.

Barriers: Attendance, Term-Time Holidays and Absence for Minor Illness

Activity:
Analysis of attendance data, persistent absence figures, term-time holiday requests, pupil progress meetings and family discussions indicates that avoidable absence continues to affect a small number of pupils, including some with SEND and additional vulnerabilities. The school will implement a graduated approach to attendance support through:

- Rigorous monitoring of attendance and persistent absence.
- Early identification and intervention where attendance concerns emerge.
- Clear communication with families regarding attendance expectations and the impact of absence on learning.
- Targeted support plans for pupils with SEND, EBSA, medical, SEMH or wellbeing-related attendance barriers.
- Attendance reviews with parents and external agencies where appropriate.
- Celebration and recognition of good and improved attendance.
- Promotion of positive health messages to reduce absence linked to minor illness.
- Regular governor monitoring of attendance trends and priority groups.

Evidence informing this priority includes attendance data, persistent absence analysis, holiday request records, attainment and progress reviews, safeguarding records, pupil voice and parent feedback.

Activity Type:
Universal and Targeted

Lead and Timescale:
Headteacher/SENDCo
Monitoring ongoing throughout the academic year. Formal review each term and annual evaluation July 2027.

Intended Outcome and Success Measure:
Attendance for pupils with SEND and other vulnerable groups improves and remains as close as possible to national expectations. Persistent absence reduces compared with the previous academic year. Fewer pupils miss learning through term-time holidays and absence for minor illness. Families demonstrate improved understanding of attendance expectations and the link between attendance, progress and wellbeing.

Success will be measured through:

- Whole-school attendance data and trends.
- SEND and vulnerable group attendance analysis.
- Persistent absence rates.
- Reduction in learning time lost through term-time holidays.

- Attendance case study evidence.
- Pupil progress and attainment outcomes.
- Parent engagement records.
- Governor attendance monitoring reports.

Review Point: Termly attendance reviews and annual evaluation against 2026-27 attendance baseline.

Priority 2

Improving Outcomes from Low Starting Points and Diverse Entry Points

Focus:
Ensure pupils make strong progress from low starting points and are successfully supported when joining the school at any stage.

Barrier(s) addressed:
Barrier 1: Low starting points on entry
Barrier 2: Pupil mobility and mid-year admissions
Barrier 3: Delayed language development and limited vocabulary acquisition
Barrier 4: Increasing levels of SEND and emerging additional needs
Barrier 5: Variability in school readiness, independence and resilience

Activity:
School data, EYFS baseline assessments, attainment and progress information, provision mapping, pupil progress meetings and inclusion reviews indicate that many pupils enter school below age-related expectations, particularly in communication and language, literacy, self-regulation and personal development. In addition, a significant proportion of pupils join the school outside of normal admission points, often presenting with gaps in learning, variable curriculum experiences and additional needs.

The school will:

- Maintain a strong focus on communication and language development across EYFS and Key Stage 1.
- Deliver high-quality first teaching supported by adaptive practice and carefully scaffolded learning.
- Continue systematic synthetic phonics and early reading provision.
- Use robust baseline and diagnostic assessment to identify gaps in learning and emerging needs.
- Implement timely targeted interventions for pupils requiring additional support.
- Ensure rapid induction, assessment and transition support for mid-year admissions.
- Strengthen provision for pupils with SEND through graduated response planning, provision mapping and regular review.
- Develop pupils' independence, resilience and self-regulation through nurture-informed approaches and high-quality personal development opportunities.
- Work closely with families and external agencies to remove barriers to learning and participation.

Evidence informing this priority includes EYFS baseline data, GLD outcomes, phonics results, attainment and progress tracking, SEND analysis, Provision Map reviews, Derbyshire Inclusion Framework evaluation, pupil voice, family voice and transition information from previous settings and schools.

Activity Type:
Universal and Targeted

Lead and Timescale:
Headteacher/SENDCo, Class Teachers and Teaching Assistants
Implementation and monitoring throughout the academic year with termly review through pupil progress meetings, SEND reviews and provision mapping evaluations. Final evaluation July 2027.

Intended Outcome and Success Measure:
Pupils with low starting points, SEND and those joining the school mid-phase make strong progress from their individual starting points. Attainment gaps reduce over time, and pupils demonstrate improved confidence, independence, communication skills and curriculum engagement.

Success will be evidenced through:

- Improved attainment and progress data across year groups.
- Increased proportion of pupils achieving age-related expectations from individual starting points.
- Strong EYFS progress and Good Level of Development outcomes.
- Positive phonics, reading, writing and mathematics outcomes.
- Demonstrable impact of interventions through Provision Map reviews.
- Reduced attainment gaps for pupils with SEND and other vulnerable groups.
- Successful integration and progress of mid-year admissions.
- Positive pupil and family voice regarding support and inclusion.
- Termly SEND and Inclusion Framework reviews demonstrating impact.

Review Point:
Termly through pupil progress meetings, SEND reviews, Provision Map monitoring and Inclusion Framework evaluation, with a full annual review in July 2027.

How our priorities are resourced

Priority 1- Attendance, Term-Time Holidays and Absence for Minor Illness

Resource/Provision	Cost
Headteacher attendance monitoring, parental meetings and attendance reviews	Existing staffing budget (core)
Administrative attendance monitoring, first-day response and reporting	Existing staffing budget (core)
SENDCo involvement in attendance support plans for pupils with SEND/EBSA	Existing staffing budget (SEN)
Attendance governor monitoring and challenge	Existing staffing budget (core)
Parent information materials, newsletters and attendance communication	£50 (IMF)
Rewards, certificates and attendance recognition initiatives	£100 (IMF)
External agency support (Inclusion Practitioner, SEND/Health professionals where required)	Commissioned through LA services or existing school budget (core)
CPD relating to attendance, EBSA and emotionally based school avoidance	£200 (IMF)
Total indicative annual cost	**£350 plus existing staffing costs**

Priority 2 - Improving Outcomes from Low Starting Points and Diverse Entry Points

Resource/Provision	Cost
High-quality class teacher provision and adaptive teaching	Existing staffing budget (core)
Teaching Assistant support for targeted interventions and in-class support	Existing staffing budget (core)

SENDCo assessment, planning, reviews and external agency liaison	Existing staffing budget (SEN)
Early identification and assessment tools (EYFS baseline, diagnostic assessments, provision mapping)	Existing school subscriptions (core)
Phonics resources, reading books and intervention materials	£500 (IMF)
Targeted intervention programmes and resources	£500 (IMF)
Speech, language and communication resources	£250 (IMF)
Transition and induction support for in-year admissions	Existing staffing budget (core)
Staff CPD relating to SEND, adaptive teaching, communication and language, and inclusive practice	£1,000 (IMF)
External agency advice and support	£1,500 (IMF)
Total indicative annual cost	**£3,750 plus existing staffing costs**

Review of the previous academic year (to be completed November 2027)

What improved and how we know [Summarise impact on engagement, participation, attendance, belonging, attainment and wider outcomes.]	What we learned and changed [Explain what worked, what did not have the intended impact, and how this informed this year's priorities.]

Working together

How we listened **[Pupil, parent/carer, staff, governor and partner input]**	**How we responded** **[What changed because of this feedback]**

Derbyshire position statement
This public summary, the Derbyshire Inclusion Framework and the Whole School Provision Map together form the school's Inclusion Strategy. They show how the school identifies barriers, plans universal and targeted activity, allocates resources, sets measurable outcomes and reviews impact.