Inclusion Strategy

Hopton C of E Primary Academy 2026-2027

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
Total amount of Inclusion Mainstream funding we received for the years 2026-2027	£4914
Total amount of High Needs Mainstream funding we received for the years 2026-27	tbc
Total amount of High Needs Specialist funding we received for the years 2026-27	tbc
Date this statement was published	1st September 2026
Date on which it will be reviewed	31st August 2027
Statement authorised by	Lorna Rourke Executive Head Teacher/CEO Elveden Schools Trust

Statement of intent

Hopton Primary Academy is an inclusive school, where every child is nurtured to attain their maximum potential. We are committed to ensuring every child feels valued, included and respected. Our school ethos is founded in a shared commitment to inclusivity and creating an environment where individuality is celebrated and children feel a strong sense of belonging.

The Department for Education's seven principles of inclusive practice are embedded throughout our school culture, our curriculum and daily teaching. Through high quality teaching, targeted support when required and inclusive environments we work to remove or reduce barriers to learning and ensure every child is able to thrive. Staff work collaboratively, with the support of the SEND and Inclusion team and outside agencies, to provide targeted interventions and personalised support for those children requiring it.

We are proud to promote diversity and celebrate difference through self-confidence, resilience and respect for ourselves and those around us. We actively promote understanding and tolerance of neurodiversity, and as a Christian community, we accept and celebrate individuality, so that every child can flourish in character, feel connected in their community and remain rooted in positive relationships.

At Hopton Primary Academy, we reduce barriers to learning by making reasonable adjustments and using appropriate strategies and resources that promote equity. We research and select teaching and pastoral approaches that meet individual needs, tracking progress against clear outcomes, and working closely with external agencies and families. Co-production of targeted support, ensuring the voice of the child and their family is heard, helps to ensure support is person-centred, relevant and responsive.

At Hopton Primary Academy, staff know children well and use early identification of need and a graduated approach to support learning and wellbeing. Evidence-led academic interventions, speech & language enrichment and nurturing therapeutic work helps to ensure our children with SEND receive the

precise support needed.

Leaders and governors at Hopton Primary Academy maintain clear oversight of SEND provision, are actively involved in monitoring inclusion across the school and ensure decisions about support are open, timely and well-documented. Ambitious and passionate leadership ensures inclusion is fully embedded and that all staff are committed to supporting the success of every single child in our school.

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	**Over-stimulating learning environments** Classroom environments need to be improved to ensure they are low-arousal, can accommodate a diverse range of learning needs and children have access to calm spaces when required.
2	**Increasing social, emotional and mental health needs** We are seeing an increase in the number of pupils requiring support with emotional wellbeing, anxiety and emotional regulation. This can affect readiness to learn, participation and engagement. Our children need to develop social and emotional regulation to manage their feelings, handle potential stress, and behave in positive ways. These core skills will help to build healthy relationships, improve focus in school, and bounce back from everyday challenges.
3	**Increasing complexity of emotional needs requiring early and targeted support** An increasing number of pupils require support beyond our universal wellbeing provision, including help to recognise and communicate emotions, develop coping strategies, manage difficult experiences and build self-esteem
4	**Targeted interventions** All pupils will be screened for phonics awareness in KS1 and those who are flagged as having significant difficulties will have frequent targeted interventions. All pupils will be screened for reading difficulties and those who are flagged as significantly below their peers, will have targeted weekly intervention, as these weaknesses will limit their access to the LKS2 curriculum and classroom confidence.
5	**Whole School Pastoral/Therapeutic Support** Children across the school struggle with their emotions and require support to deal with everyday school life at times. As a Thrive school, we want to ensure all children have access to enrichment and therapeutic support that helps them develop emotionally and socially, so that they are happy and confident individuals.

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 *(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)*
Barrier 1- Over-stimulating learning environments Very brightly lit and noisy classrooms are not inclusive for some pupils with neurodiversity who experience sensory overload. We would like to make classrooms more inclusive to improve outcomes for all learners. **Evidence -** SENDCo observations, Learning Walks and discussions with staff and pupils have identified that classrooms can feel overwhelming for some pupils.	**Universal**	Flexible lighting for each class £400 Resources for creating calm spaces £800
Barrier 2 - Increasing emotional, social and mental health needs Our pupils with SEMH needs require support to develop social and emotional regulation. Pupils across the school would also benefit from building emotional literacy skills to regulate emotions. **Evidence -** There are several pupils with complex SEMH needs in school. SENDCo observations and staff, pupil and parent feedback indicates all children would benefit from a universal relaunch of ZOR	**Targeted** **Universal**	To ensure children have access to self-regulation tools and ZOR sessions with experienced staff £300 for resources/staffing/upgrade
Barrier 3 - Increasingly complex emotional needs requiring early and targeted support A growing number of our pupils require support beyond our universal wellbeing provision. We would like to provide targeted emotional support, at an early stage to develop emotional literacy, promote	**Targeted**	Thrive practitioner resources and staffing £500 Sensory trolley to include sensory circuit mats and sensory resources

resilience and increase engagement and participation. We would also like to improve our sensory circuit offer for these children to improve attention and readiness to learn. **Evidence -** SENDCo observations and feedback from staff has identified that the universal wellbeing offer is insufficient for several pupils with more complex SEMH needs		£1000

Barrier 4 - Targeted Interventions Several children in KS2 are working below age related expectations in reading, writing and maths. There are also some children with SEND who are working below age related expectations in Year 2 and Year 4, who will be assessed to identify specific targeted interventions. **Evidence -** Two pupils with SEND in Year 2 did not achieve ARE. Four pupils did not achieve ARE in Year 4, 3 of which have SEND.	**Targeted**	SNAP - SpLD to assess reading SNAP Maths to identify specific maths difficulties Mighty Writer programme to support visual learners to develop key literacy skills and improve writing Interventions will be planned based on assessment of need £800
Barrier 5 - Whole school pastoral/ therapeutic support Children across the school would benefit from a more therapeutic approach to develop a greater understanding of emotional regulation, relationships and resilience. **Evidence -** Staff observations and pupil discussions indicate that children are struggling to regulate and would benefit from opportunities to develop resilience	**Universal**	Develop pastoral and therapeutic approach for all pupils SENDCo/SLT Therapeutic Thinking Tutor training - Free £1000 for staffing

TOTAL = £4,800

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

To improve classroom environments so that every child feels welcome, included and able to learn.	Pupils enjoy being in their classroom and have some control over how it feels. Low-arousal spaces result in calm, purposeful learning environments. Pupils demonstrate greater willingness and enthusiasm to be in this learning space. Pupils have access to safe spaces, away from the class, when required.
Pupils with identified social, emotional and mental health needs receive timely and effective support.	Early identification of needs. Disruption during lessons due to distressed behaviour is reduced. Targeted pupils show progress against identified wellbeing outcomes. Pupil and staff feedback indicates improved regulation, resilience and engagement. Sensory circuits and movement breaks are offered as part of reasonable adjustments
Improvements in all children's well being and their attitude to learning.	Pupils use taught regulation strategies to begin to self regulate. A therapeutic approach is delivered consistently by all staff. Behaviour for learning improves, increasing engagement and improving educational outcomes. Increased resilience and use of coping strategies helps develop effective learning behaviours Clear routines and expectations are embedded across the school.

Improved academic outcomes for those pupils working below age related expectations in reading and maths skills.	Pupils apply what they have been taught and improve their outcomes in reading & maths. End of term assessments/optional SATs/Tests show upward progress against individual targets. Increased accuracy in word fluency, comprehension and other reading skills. Increased accuracy in maths methods and applying mathematical knowledge. End of term assessments/optional SATs/Tests show upward progress against individual targets. Pupils show improved confidence when reading and carrying out maths tasks.

Review of the previous academic year

This is Hopton Primary Academy's first Inclusion Strategy under the Inclusive Mainstream Fund arrangements.. However our SEND information Report from 2025-26 will confirm the support and provision that was implemented at our school for 2025-26 to support the inclusion of those pupils with SEN.

Next year's review will include the impact the strategy has had on pupils' engagement, participation, attendance, sense of belonging, and attainment. It will include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND. It will also identify what should be sustained, adapted or discontinued.