

Inclusion Strategy – Holmer Green Junior 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 - 2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Shona Timms Assistant Headteacher

Inclusion at Holmer Green Junior School

Our dedicated Inclusion Team ensures the best possible outcomes for pupils.

Inclusion Lead and Assistant Headteacher	Special Educational Needs Co-ordinator	SEND administrator	Pastoral support	Inclusion Governor
Shona Timms	Ginny Newman	Sarah Bicknell	Lucy Jackson	Gemma Tuffney
Oversees Inclusion within the school, ensuring provision is in place and effective Ensures all members of support staff undertake regular training and are meeting expectations in supporting pupils Communicates with governors regarding	Works with other staff and parents to identify pupils with specific needs Arranges support from outside agencies as necessary Maintains the SEND register and SEND records Monitors the impact of SEND support across the school	Communicates updates with parents in a timely manner Liases with staff to ensure all paperwork and reports are completed Collates paperwork and forwards to the appropriate agencies Updates SEND and Pastoral registers in collaboration with	Works with outside agencies to create pastoral interventions Delivers pastoral interventions after discussions with the Inclusion Lead Keeps records of pastoral support Communicates with parents regarding support given	Meets with the Inclusion Lead and SENDCO regularly to monitor the effectiveness of provision Observes provision across the school through learning walks Provides feedback of observations and reports to the rest of the governing body

inclusion at the school Oversees funding and budgets Identify support needed for disadvantaged pupils Works closely with the SENDCO	Supports class teaches in writing support plans Holds statutory annual reviews Works closely with the Inclusion Lead	Inclusion Lead and SENDCO Liaises with outside agencies		
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Statement of intent

At Holmer Green Junior School, we are committed to providing inclusive education for all. Our working walls in classrooms limit cognitive overload; our playgrounds and ground floor of the school are wheelchair accessible, certain members of staff can use Makaton and we have a calm room which has a variety of sensory items within it. Our school values and assemblies focus on including all and teaching pupils to be good citizens. Inclusion is an essential part of our school ethos.

Our SEND notional budget is used to provide high-quality teaching and support, targeted interventions and resources that enable all pupils to access learning. As per guidance from the Local Authority, we do not use funding received from Education Health Care Plans to provide on-to-one support. As per the SEND Code of Practice, our focus is on ensuring that all pupils become independent learners. A member of support staff is placed within any class which has at least one pupil who has an EHCP so that they can ensure that the long-term outcomes on the document are achieved.

To ensure that all pupils are successful, we understand that it is essential that we provide a curriculum that supports and challenges. A key element to this is ensuring that we provide high quality, adaptive teaching. Therefore, it is a key element within our School Development plan. To enable this to happen, training is provided to all staff with leadership continuing to monitor the impact of this.

We ensure that all interventions are targeted and evidence based. For example, we use Read Write Inc to support reading across the school. To do this, we use the programme for whole class teaching in Year 3, with targeted intervention across the rest of the school where needed. Data collected shows that this has had a positive impact on reading across the school.

As a school, particularly within the Inclusion team, we have worked greatly on our communication over the past two years. To ensure that we are communicating effectively with parents, we have expanded our team to include a SEND administrator. We have termly SEND and pastoral coffee meetings for parents where professionals are invited to share key information and advice. To keep parents informed, we also update our website regularly.

Provision at Holmer Green Junior School is set out as below:

Stage 1 – Monitoring

Stage 2 – SEND Support

Stage 3 - Education and Health Care Plans (EHCP)

If parents/carers or staff have a concern about the progress of a pupil (academic, social, emotional or other) a discussion will be had with a member of the Inclusion Team. Targeted strategies may be put into place such as interventions or well-being checks. Their progress is monitored closely to ensure that progress is being made. If not, then a move to stage 2 will be considered.

A pupil at Stage 2 requires additional and adapted support and meets the moderation criteria. Outside agencies may become involved, e.g. Educational Psychologist, Speech and Language therapists or Health Service professionals. They may undertake more specialised assessment and/or observe the pupil. Parental permission is always sought for a formal referral to any external service. The SENDCo supports class teachers in writing support plans - which reflect advice given by outside agencies. Parents are encouraged to comment on reviews and to play a full part throughout the process.

Stage 3

Only a very small proportion of pupils require an EHCP. These pupils are likely to have severe or complex needs that require more specialist advice and support. Parents/carers are able to complete the EJC needs assessment referral themselves using <https://familyinfo.buckinghamshire.gov.uk/send/education-and-send/education-health-and-care-plans/requesting-an-ehc-needs-assessment/> . The school may request an EHCP if they feel there is enough evidence to support the request.

As per the 2026, SEND reform document, these stages will soon be changing to tiers. The guidance given is that these changes will be made by 2029, with further support and guidance from the government being delivered to schools before this happens. When this changes, the tiers will be as below:

Tier 1 – Targeted Support

Targeted support provides structured interventions within mainstream settings. This is predominantly in the classroom but where appropriate in the school's Support Base. At Holmer Green Junior School, this could be within our RWI room or our sensory area. It could include small-group work or personalised materials. This support will be recorded in an Individual Support Plan that develops with the child or young person.

Tier 2 – Targeted Plus Support

Targeted plus support provides help through the offer of support from Experts at Hand. The Government is developing an improved plan for pupils to be able to access support from professionals such as speech and language therapists.

Tier 3 – Specialist Support

The Specialist layer will provide support based on nationally defined Specialist Provision Packages. These Packages will form the basis of an EHCP, which will outline the evidence-based educational support required by the child or young person. These are in development.

Regardless of what stage or tier pupils may sit under, we are a needs led school. We do not require any form of diagnoses to provide the best support for pupils. The school follows the ordinarily available provision that the local authority sets out.

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	Poor reading fluency with fewer children able to read at the correct speed at the start of Year 3. This has increased over the last few years. To negate this, we have already started using RWI Fresh Start. This needs to continue as this reading fluency is impacting comprehension levels and, therefore, attainment.
2	The focus on challenge needs to be prevalent throughout the school. The number of pupils reaching Greater Depth remains lower than expected.
3	Pupils on the Pupil Premium register had a higher level of absence than other pupils in 2025 – 2026 academic year. This was not the case prior to this so needs to be a focus to improve this again.
4	Assess, Plan, Do, Review cycles are not showing consistent impact and the input from parents is minimal. Feedback has been that these are not accessible or easy to understand

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>
RWI programmed across the school	U then T	£4000
Senior Leaders read termly with the lowest 20% of readers	T	£600
NACE membership has been bought with the Inclusion lead identifying which training will have the greatest impact on the whole school	U then T	£
Audit of challenge across the school with regular monitoring to be completed by all senior leaders	T	£600
Targeted interventions to be completed with pupils in Years 5 and 6 to ensure a greater number of pupils reach the higher level in reading.	T	Direct cost £8800
Pupil Premium support to include time for pupils to self-reflect to ensure these pupils build positive relationships with school	T	Indirect cost N/A
Pupils entitled to targeted funding to access small-group or one-to-one support to target specific academic needs	T	£3500
SENDCO to liaise with a range of other schools to find evidence of good practice	U	Indirect cost N/A
SENDCO to meet with parents to gain feedback on proposed changes	U	Associated Cost N/A

SENDCO to provide training on changed document and support staff to complete the appropriate paperwork and ensure it is effective	T	Indirect cost N/A
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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
The majority of pupils will have the expected reading speed by the end of the academic year.	Increased numbers of pupils are at ARE or higher by the end of the academic year.
The attendance of pupils on the PP register will have increased to be more in line with national.	Increased numbers of PP students attendance is at 95% or better
A greater number of pupils will reach the higher level in the KS2 reading SATS.	greater number of pupils will reach the higher level in the KS2 reading SATS.
An updated template for Assess, Plan, Do, Review documentation will be created and will have been implemented in some year groups.	Careful monitoring shows provision of this in class is consistent.