Inclusion Strategy – Grendon 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	2026/2027
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Andrew Darby

Statement of intent

Our whole-school inclusion strategy is underpinned by our commitment to ensuring that every child, including those with Special Educational Needs and Disabilities (SEND) and additional needs, feels valued, supported and able to participate fully in school life. We believe inclusion extends beyond the classroom and is about creating an environment where every child experiences a sense of belonging, develops positive relationships and has equal opportunities to thrive.

Our key objectives are to identify and remove barriers to learning and participation, improve the social, emotional and mental health (SEMH) and wellbeing of pupils, develop positive relationships and friendships, and ensure that all children can access a rich and inclusive school experience. We are particularly mindful of the growing number of pupils with SEMH and neurodivergent needs who experience difficulties with social interaction, anxiety and emotional regulation.

A key principle of our strategy is that inclusion must extend beyond the classroom. We recognise that unstructured times, particularly lunchtimes, can present significant barriers for some children. Difficulties accessing the dinner hall, limited play choices

and challenges with social interaction can lead to isolation, conflict and behaviour incidents, impacting on children's wellbeing and readiness to learn.

To address this, we aim to enrich our provision beyond the classroom through the implementation of the OPAL (Outdoor Play and Learning) programme. This will transform our lunchtime offer by providing a wider range of inclusive, creative, imaginative, sensory and physical play opportunities that all children can access, regardless of their interests, abilities or additional needs. We want every child to find activities where they feel comfortable, confident and successful. These opportunities will support the development of communication, creativity, resilience, independence, social skills and emotional regulation.

Alongside strengthening our universal provision, we will provide targeted lunchtime support for children experiencing emotional or social difficulties. This will include emotional reassurance, modelling positive social interactions, supporting friendship development and helping children re-engage with peers and play. We will also invest in staff training, resources and appropriate play environments to ensure adults are confident in facilitating inclusive and engaging opportunities for all.

Working in partnership with families and the wider community is central to the success of our strategy. We recognise that parents and carers have valuable knowledge of their children's needs, interests and experiences. We will seek their views, involve them in developing our play offer and maintain open communication to ensure support is responsive to individual needs. Through OPAL, we will also encourage families and the wider community to contribute ideas, resources and practical support to enrich our outdoor provision.

We will evaluate the impact through pupil and parent voice, staff feedback, behaviour and attendance data, and monitoring participation. Our ambition is to reduce lunchtime incidents, improve social interaction and friendships, increase participation, support positive transitions into afternoon learning and ensure that all children feel included.

Ultimately, we want to create a school where inclusion is everyone's responsibility and every child has the opportunity to belong, participate and flourish.

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	There is a growing level of SEND needs across the school – one of main areas of identified is SEMH particularly linked to social skills and anxiety. This has a direct an impact on lunchtimes as a growing number of children are unable to access the dinner hall for social eating time and lunchtime play.
2	Growing incidents of poor lunchtime behaviour due to environmental factors – children with SEMH needs and poor social skills leading to social isolation and conflict with peers during unstructured time. This is increased by the limited play opportunities that do not involve sport and do not consider children's sensory, proprioceptive and vestibular needs, the need for less competitive opportunities and a higher level of imaginative and creative opportunities. This can lead to an increase in behaviour incidents that then impact on afternoon learning and further social difficulties.

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	Activity type	Total budgeted cost
Barrier 1: A number of children find accessing the lunch hall overwhelming and struggle with the social skills needed during eating at lunchtime. Similarly, some children struggle socially during outdoor play and find it hard to access the sports and games that are currently on offer. The number of children experiencing these difficulties can vary during the academic year depending on home life barriers. A high number of these children are on the SEND register. The children will be identified by teachers, lunchtime supervisors to our pastoral manger. Activity to address barrier: To employ someone for two hours per day to provide a short-term intervention to: a) help work immediate through any emotional needs b) help the child to reengage with peers and lunchtime play. The role of the adult will be to talk through any issues and provide emotional support. The adult will also model good lunchtime social conversations. The adult will also help and support the children in developing friendships and accessing outdoor play	Targeted	£7500 additional adult cost - IMF

activities, so they feel included and a sense of belonging and therefore do not need adult intervention.		
Barrier 2: Due to growing levels of SEMH and neurodivergent needs, poor lunchtime behaviour that impacts on afternoon learning. Activity: To improve barriers to inclusion, improve children's sense of belonging and develop social and emotional skills but ensuring that every child can access all parts of the school day including lunchtime. We will therefore greatly improve the lunchtime, play offer by signing up to and implementing the OPAL play programme. This will ensure there is an improved of range of inclusive play opportunities that included proprioceptive and vestibular play that help children with regulation. The OPAL play programme helps to increase physical activity for all children, it develops resilience, perseverance, decision-making and determination. As well as creativity, language skills and storytelling. It improves social and emotional skills. All of which will have an impact on Improved positive behaviour, so all children are ready to learn in afternoon lessons. Through a series of play assemblies' children will also have the chance to help shape the provision. Access to the programme gives us access to a mentor, resources, timelines and support. It will also support us to involve parents and the wider community in developing our play.	Universal	£7200 OPAL play programme - IMF
Barrier 2 Activity: To purchase large storage sheds for the OPAL play resources.	Universal	£1500 sheds and installation - IMF
Barrier 2 Activity: To provide enhanced play leader CPD for all lunch supervisors through the OPAL programme in order that they can	Universal	£1800 to pay for extra hours of training needed - IMF

recognise and respond to sensory and emotional needs. Facilitate inclusive play and support children in their play. Adapt play to suit different children's needs.		
Barrier 2 Activity: To purchase resources that encourage sensory, proprioceptive and vestibular, imaginative and creative play. This will increase choice and accessibility, allowing children with different needs and interest to participate meaningfully.	Universal	£1500 to purchase suitable resources- IMF

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
Increased levels of successful social interaction for targeted children who can access lunch hall and outdoor play.	• Targeted pupils demonstrate increased positive interactions with peers. • More targeted pupils successfully access the lunch hall and participate in outdoor play. • Pupil observations show improved confidence friendship development and participation in play. • Pupil voice indicates that children feel happier at lunchtime.
Timely tailored intervention for children experiencing emotional, social or behavioural difficulties at lunchtime.	• Children experiencing difficulties at lunchtime are quickly identified by staff. • Children experiencing difficulties receive timely emotional support and intervention. • Staff identify and respond to emerging needs more quickly. • Individual pupils demonstrate improved emotional regulation and increased ability to resolve difficulties.

	• There is evidence of improved re-engagement with peers and lunchtime activities following support.
Decrease in moderate and serious behaviour incidents during lunchtime from all groups of children.	• A measurable reduction in moderate and serious lunchtime behaviour incidents compared with baseline. • Lunchtime staff observe and report improved behaviour and more positive peer interactions.
Increased learning time due to less lesson time not being disrupted by sorting out lunchtime incidents.	• Staff report reduced time dealing with lunchtime incidents at the beginning of afternoon lessons. • Staff report fewer interruptions to afternoon learning due to unresolved lunchtime conflicts • Staff report improved readiness to learn and that children are better regulated at the start of the afternoon.
Reduction of time SLT spend sorting out behaviour incidents. This will also mean a reduction in children having a negative end to lunchtime.	* Measurable reduction in the number of lunchtime incidents requiring SLT intervention. * Reduced time spent by SLT investigating and resolving lunchtime concerns.
Improved attendance for children who are anxious about coming to school.	• Improved attendance rates, particularly for pupils whose attendance has been previously affected by anxiety or difficulty accessing school. • Pupil voice shows increased enjoyment of school and enthusiasm for lunchtime play opportunities as compared to baseline survey.
Improved transition from end of lunchtime to the start of afternoon learning as children start the afternoon well regulated.	• Staff report children return to classrooms calmer and more settled. • Reduced incidents of dysregulation immediately following lunchtime.
Pupils, parent and staff feel that lunchtime play opportunities are inclusive and have improved for all children.	• Pupil voice from all groups of children shows that children enjoy lunchtime and feel they have a choice of activities that they can participate in and feel included in as compared to baseline survey.

	• Pupil voice shows that friendship groups and feeling of belonging has grown as compared to baseline survey. • Staff report improved confidence and ability in supporting inclusive play as compared to baseline survey. • Parents feedback shows increased satisfaction with lunchtime provision as compared to baseline survey. • Increased participation across different groups of pupils, including those with SEND and additional needs. • Families and wider community regularly contribute to the development of play provision.
Improved pupil engagement, enjoyment of school and positive attitudes towards attendance for children who have found lunchtimes challenging.	• Pupil voice shows increased enjoyment of school for children that have struggled with accessing lunchtime provision. • Observations of pupils who have previously struggled to access lunchtime provision shows improved enjoyment and engagement.
Lunch time staff are more equipped to offer exciting and stimulating lunch time play opportunities for all children.	• Lunchtime staff have an increased understanding of children's sensory, social and emotional needs. • Lunchtime staff will report feeling more confident and purposeful when initiating play activities for all groups of children including those with SEND • Lunchtime staff are observed proactively encourage positive interactions.

Review of the previous academic year- To be completed in December 2027