

Inclusion Strategy – The Carlton & Faceby and Bilsdale CE Federation

Carlton & Faceby CE VA Primary School

Bilsdale Midcable Chop Gate CE VC 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

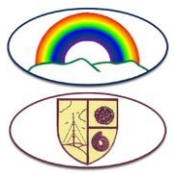
Detail	Date
Academic year/years that our current Inclusion Strategy covers	26/27-29/30
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	FGB

Statement of intent

At the Carlton and Faceby and Bilsdale CE Federation, our vision is to ensure that every child is welcomed, valued and enabled to flourish. Rooted in our Christian ethos and our commitment to being KIND—Kind and accepting, Independent learners, Never giving up, and Determined to be our personal best—we are determined that every pupil, including those with additional needs and SEND, experiences a strong sense of belonging and achieves their full potential.

Our ultimate objective is to create a school where barriers to learning, participation and achievement are identified early and removed effectively, enabling all pupils to access an ambitious curriculum, enriching experiences and positive outcomes. We want every child to feel safe, respected and included; to develop confidence and independence; and to leave our schools ready for the next stage of education and life.

Our inclusion strategy supports these objectives through high-quality teaching, graduated support, strong partnerships with families, and a culture that celebrates diversity. We recognise that inclusion is everyone's responsibility and is embedded



throughout our curriculum, provision and school community. Decisions are made with the best interests of children at their heart, ensuring that support is responsive, equitable and personalised.

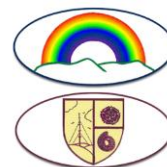
The strategy reflects the seven principles of inclusion by:

- Promoting a strong sense of belonging for every child.
- Ensuring all pupils can access learning and wider school opportunities.
- Valuing and celebrating individuality and diversity.
- Maintaining high aspirations and ambitious outcomes for all.
- Working collaboratively with pupils, families and professionals.
- Removing barriers through early identification and effective support.
- Encouraging participation, independence and positive wellbeing.

These principles are reflected in our curriculum aims, which seek to develop ambitious, articulate and curious learners who understand and welcome diversity, alongside our commitment to providing enriching experiences for every child through our wider curriculum offer.

The development of our inclusion strategy has been informed by the views and experiences of pupils, families, staff, governors and external partners. Through ongoing dialogue, reviews, meetings and collaborative planning, we work in partnership with our community to understand needs, identify priorities and continually improve our provision. We recognise that families are experts in their children and that strong relationships between home and school are essential to achieving successful outcomes.

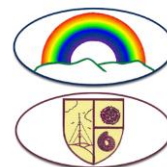
By living out our values of kindness, respect, courage and perseverance, we will continue to foster an inclusive culture where every child is known, every child belongs and every child is empowered to thrive under God's guidance



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
1	Parents/carers of children with SEND often choose our settings because of their small, inclusive ethos. However, this means that our overall percentage of pupils with SEND are much higher than the national (19.6%) and LA (16.6%) average. At Carlton & Faceby 26% of pupils have SEND needs, and at Bilsdale 50% of pupils have SEND needs. Cognition and Learning and SEMH are our largest areas of need, therefore higher adult : child ratios are required to ensure safety and accelerate learning in our mixed-age classes.
2	A growing proportion of pupils with SEND have SEMH identified as either a primary or secondary need (currently 53%). This can impact attendance, engagement, emotional regulation and readiness to learn, requiring additional staffing capacity and specialist approaches to support pupils to participate successfully in all aspects of school life.
3	Although a smaller proportion of our overall SEND needs (37%), communication and interaction difficulties negatively impact the youngest pupils in school. 71% of pupils with communication and interaction needs are currently in Nursery, Reception or KS1, making early identification and intervention a key priority to prevent gaps in speech, language, communication and early literacy (foundational skills) from widening over time.
4	Our overall percentage of pupils with an EHCP is well above the national (5.3%) and LA (3%) average at 7.8%. Ensuring all pupils with an EHCP have at least (and often above) the provision listed in their EHCP places an additional strain on our financial resources.

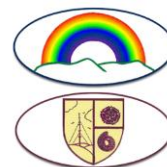


Activity in this academic year

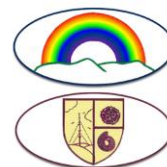
What activities will we prioritise this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

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
<p>Barriers – 1, 3, 4</p> <p>Invest in the IDL literacy and numeracy programme to address gaps in learning. The IDL programme focussed on overlearning and the use of speech as part of the intervention.</p> <p><i>EEF guide to inclusive teaching - Some pupils will require additional support through high-quality, structured interventions to make progress. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with the highest intensity, and in most cases will be an important part of a school's approach to inclusion.</i></p>	Targeted	£300
<p>Barriers – 1, 2, 3, 4</p> <p>Employ a GTA (SEND) to work with individuals and groups across the school at Carlton & Faceby to provide 1-1/small group tuition and support those with SEMH needs, as well as supporting at unstructured times of the day.</p> <p><i>EEF guide to inclusive teaching - Teaching assistants are most likely to improve learning outcomes when TAs deliver targeted interventions to small groups or individual pupils.</i></p>	Targeted	£22000
<p>Barriers – 1</p> <p>Continue to invest in the Reception Jigsaw programme to bolster mathematical fluency in Reception.</p> <p><i>EEF Promising Programmes - There is good evidence that high quality early numeracy approaches can be effective: EEF's Early Years Teaching and Learning Toolkit shows that early numeracy interventions can have a high impact</i></p>	Universal	£1437



<p><i>on children's outcomes, including long-lasting effects which may help close the gap in achievement throughout life.</i></p>		
<p>Barriers – 1, 2</p> <p>Continue to invest in the Thrive approach to support children with SEMH needs. Provide training for all staff on approaches to ensure children feel a sense of belonging in school, and strategies to use to help with co-regulation and de-escalation.</p> <p><i>EEF teaching and learning toolkit - Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</i></p> <p><i>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</i></p>	<p>Universal and targeted</p>	<p>£450</p>
<p>Barriers – 3</p> <p>Purchase Nuffield Early Language teaching resources and associated CPD for key staff.</p> <p><i>EEF Promising Programmes - EEF's Early Years Toolkit shows that communication and language approaches can have a very high impact on pupil outcomes.</i></p>	<p>Targeted</p>	<p>£2500 (including release time for CPD)</p>

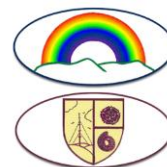


Intended outcomes

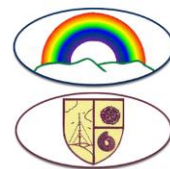
This explains the clear, realistic outcomes we want our inclusive approaches to achieve **by the end of our inclusion strategy**, and how we will measure whether they have been achieved.

Progress towards intended outcomes will be evaluated through a combination of attainment and progress data, attendance information, behaviour and engagement records, Thrive assessments, pupil voice, parental feedback and SEND review documentation.

Intended outcome	Success criteria
<p>Children with SEND and additional needs make strong progress from their individual starting points in literacy and mathematics.</p>	<ul style="list-style-type: none"> • At least 75% of pupils receiving IDL intervention demonstrate measurable gains in literacy and/or numeracy assessments. • The attainment gap between pupils with SEND and their peers narrows over the life of the strategy. • SEND pupils meet or exceed personalised targets identified through the graduated approach and annual reviews. • Teacher assessment and progress data shows sustained improvement in reading, writing and mathematics outcomes for pupils with SEND.
<p>Children with SEND, particularly those with SEMH needs, demonstrate improved emotional regulation, wellbeing and readiness to learn.</p>	<ul style="list-style-type: none"> • Thrive assessments show positive progress for identified pupils. • Reduction in recorded dysregulation incidents, behaviour incidents and internal exclusions involving SEND pupils. • Pupil voice indicates that children feel safe, supported and valued in school. • Attendance of pupils with SEND is at least in line with national SEND averages and persistent absence reduces over time.
<p>Children with communication and interaction needs develop the language and communication skills required to access the curriculum successfully.</p>	<ul style="list-style-type: none"> • Pupils participating in Nuffield Early Language Intervention make expected or better progress against programme outcomes. • Improved speech, language and communication assessments in EYFS and KS1.



	<ul style="list-style-type: none"> • Increased proportion of SEND pupils achieving age-related expectations in phonics and early reading. • Staff assessments show greater participation and confidence in classroom discussions.
<p>All pupils experience a strong sense of belonging and are able to participate fully in school life.</p>	<ul style="list-style-type: none"> • Pupil surveys indicate that at least 95% of pupils feel included and part of the school community. • Pupils with SEND participate in clubs, trips, leadership opportunities and wider curriculum activities at rates comparable to their peers. • Reduced attendance gaps between SEND and non-SEND pupils. • Parents report positive experiences of inclusion through annual surveys and reviews.
<p>Staff have the knowledge, skills and confidence to deliver highly inclusive provision across the federation.</p>	<ul style="list-style-type: none"> • All staff receive annual inclusion, SEND and Thrive-related CPD. • Monitoring shows consistent use of adaptive teaching, co-regulation strategies and inclusive classroom practices. • Staff confidence measures demonstrate increased confidence in supporting SEND and SEMH needs. • SEND reviews and quality assurance activities demonstrate effective implementation of provision across both schools.
<p>Families and external professionals work in partnership with the school to improve outcomes for pupils with SEND.</p>	<ul style="list-style-type: none"> • Parent surveys demonstrate high levels of satisfaction with SEND provision and communication. • EHCP annual reviews and SEND reviews are completed on time with parent and pupil contributions. • Increased evidence of collaborative planning between school, families and external agencies. • Parents report that they feel listened to and involved in decision-making regarding their child's support.



Review of the previous academic year

As this is Year 1 of the strategy, progress will be reviewed in July 2027.

Further information

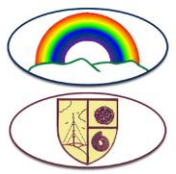
As a federation of two small, rural primary schools, we are proud of the highly inclusive ethos, strong relationships and personalised approach that we are able to offer our pupils and families. Many parents choose our schools because children are known as individuals and benefit from a nurturing environment where all pupils are encouraged to thrive. Our small-school context also creates significant strengths. Staff know pupils and families exceptionally well, enabling early identification of need, strong relationships and a highly personalised approach to support and intervention. This allows us to respond quickly and flexibly to emerging needs while maintaining high aspirations for every pupil.

However, our small size also presents unique challenges in meeting the increasingly complex needs of pupils with SEND. As staffing structures are necessarily smaller than those found in larger schools, there are fewer adults available to deploy across the provision at any one time. In addition, pupils learn within mixed-age classes, requiring staff to meet a wide range of ages, stages and needs simultaneously while maintaining high-quality teaching and support for all learners. These factors make it essential that our inclusion strategy prioritises effective deployment of staff, evidence-informed interventions and high-quality adaptive teaching.

We also recognise the significant overlap between SEND and disadvantage within our school community. A substantial proportion of pupils with SEND are also eligible for Pupil Premium funding. As a result, there is deliberate alignment between this Inclusion Strategy and our Pupil Premium Strategy. Many of the approaches that support pupils with SEND—such as targeted academic interventions, speech and language development, social and emotional support, enhanced adult guidance and enrichment opportunities—also help to remove barriers faced by disadvantaged pupils.

By aligning these strategies, we maximise the impact of available resources, avoid duplication and ensure that support is coordinated around the needs of the individual child. This enables us to strengthen our inclusive provision, improve outcomes and ensure that every pupil, regardless of need or background, has the opportunity to belong, participate and achieve their personal best.

This Inclusion Strategy has been developed in alignment with North Yorkshire's Inclusive Mainstream Toolkit and reflects its core principle that inclusion is not an intervention, but a culture that enables all children and young people to belong, participate and succeed. The strategy is underpinned by the Toolkit's emphasis on high-quality teaching, relational practice, early identification of need, adaptive teaching and the removal of barriers to learning through ordinarily available



provision. Our planned activities promote ambitious outcomes for all pupils, recognising individual strengths while providing timely and appropriate support where needed.

The strategy also reflects the Toolkit's commitment to fostering positive relationships, developing enabling environments, valuing pupil voice and working in partnership with families and external professionals to secure the best possible outcomes for children and young people. Through a graduated approach of assess, plan, do and review, alongside a strong focus on belonging, participation, independence and preparation for adulthood, we aim to ensure that every pupil is supported to flourish within their local mainstream school community. As a federation, we will continue to use the Inclusive Mainstream Toolkit to evaluate and strengthen our inclusive practice so that our provision remains responsive to the evolving needs of our pupils and families.