

Castledyke Primary School: Statement of Intent for Inclusion & SEND

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	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	C Young Head of school N Roberts SENDCo

At Castledyke Primary School, we are a values-led community where every child is known, valued, and supported to thrive. Guided by our core values—Ready, Respectful, and Safe—we hold high expectations for all our learners, every single day.

Our vision is simple: High expectations, inclusion for all, every day.

We believe that every child, regardless of their background, additional needs, barriers and/or Special Educational Needs and Disabilities (SEND), has the right to feel a deep sense of belonging, experience success, and access a rich, ambitious curriculum.

Our objectives are:

- **Belonging & Equity:** To ensure all children feel safe, respected, and welcomed in our school family.
- **Early Identification:** To recognise emerging needs as early as possible and put meaningful, effective support in place.

- **Empowerment & Progress:** To help every pupil build independence, resilience, and confidence so they can reach their full academic, personal, and social potential.

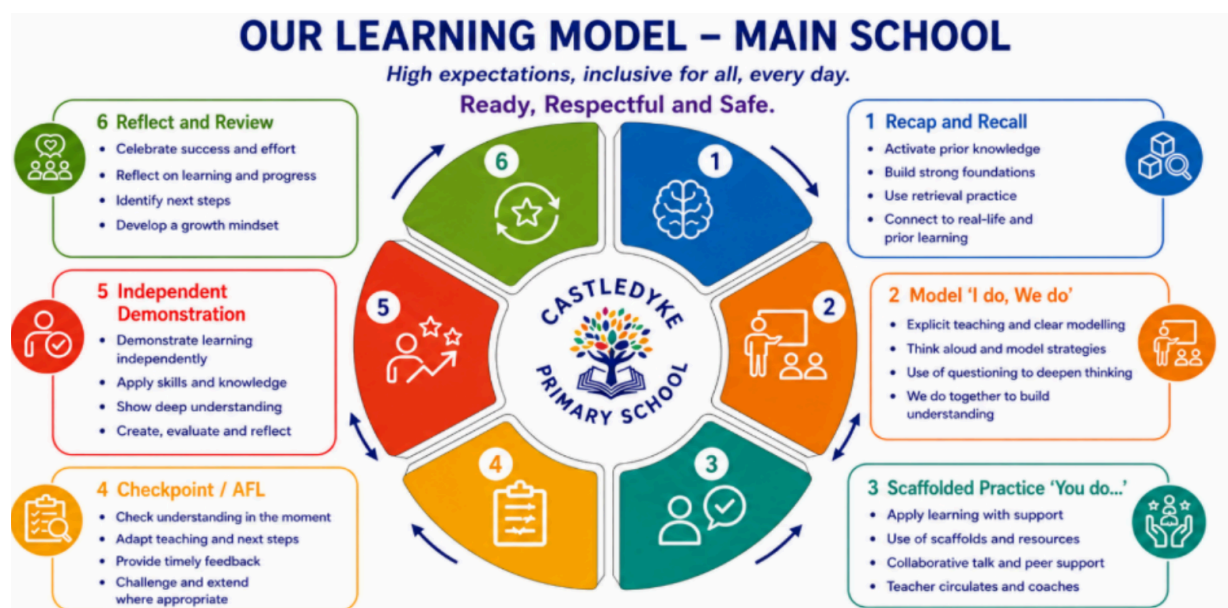
How Our Inclusion Strategy Works: A Tiered Approach

To ensure every child gets the right support at the right time, our inclusion strategy uses a clear Tiered Model of Support:

- **Tier 0 – Universal Mainstream:** High-quality, adaptive teaching in every classroom. Every child benefits from an inclusive classroom where learning is carefully scaffolded and designed for all.
- **Tier 1 – Emerging Needs:** Targeted early help, including academic interventions and Social, Emotional, and Mental Health (SEMH) support such as ELSA (Emotional Literacy Support Assistants), Lego Therapy, Forest school, THRIVE, Individual Education Plans (IEPs), and Counselling.
- **Tier 2 – Identified Needs:** Tailored group and individual support—such as our Pebbles bespoke curriculum offer—and external multi-agency support or Education, Health and Care Plan (EHCP) referrals (e.g., ASET, WMIM, BST/LA).
- **Tier 3 – High Needs:** Specialist provision for complex needs through our dedicated Stepping Stone Specialist Resource Provision (SRP) and bespoke alternative provisions based at Baysgarth school.

Inclusive Learning Models: Mainstream & Specialist Resource Provision (SRP)

Our teaching approach follows a 6-Stage Learning Cycle tailored to meet diverse learning styles:



Specialist Support in our SRP (Stepping Stones)

For children in our Specialist Resource Provision, learning is delivered in shorter, practical, and highly visual sessions. We use:

- Makaton signing and Widgit visuals to enhance communication and daily routines.
- Concrete and pictorial resources before moving to abstract concepts.
- Targeted support focusing on SEMH, physical development, social interaction, and life skills.

How We Address the 7 Principles of Inclusion

1. Ambitious Leadership and Governance: Our leadership team puts inclusion at the heart of every decision, budget, and school improvement plan.
2. Evidence-Based Support: We use proven interventions (ELSA, THRIVE, Lego Therapy) to spot needs early and offer prompt, targeted support.
3. High-Quality Adaptive Teaching: Our teachers adapt lessons, visuals, and classroom environments so every pupil can access the curriculum alongside their peers.
4. Accessible Enrichment: All pupils, regardless of need, are fully included in sports, school clubs, educational trips, and extra-curricular events (See our Castledyke Pledge)
5. Safe and Respectful Culture: Through our ethos of *Ready, Respectful, and Safe*, we foster a welcoming environment where positive relationships build trust and boost attendance. We are always
6. Strong Partnerships: We work hand-in-hand with parents, carers, health services, and specialist teams (ASET, BST/LA, WMIM) to wrap support around the child. Safeguarding is everyone's responsibility, every day. We act with professional curiosity, put the child's voice first, and offer early help so that every child feels safe, heard, and protected.
7. Inclusive Environments: We continuously review and upgrade our physical spaces, sensory areas, and daily routines to ensure physical and sensory access for all.

Working Together with Our Families & Community

To create this strategy, we listened to the voices of our children, listened to the voice of the parents, ensure that our parents have strong communication lines with staff, opportunities to take part in the school events as well as collaborated with local support networks and governors. We believe that true inclusion is a partnership. We commit to keeping communication open, honest, and supportive so that families always feel heard, valued, and empowered as key partners in their child's education.

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	Pupil context and funding
2	Speech and Language Therapy
3	Neurodiversity
4	SEMH