Park View Primary School Inclusion Strategy 2026-2029

Vision

Rooted in Care, Rising with Purpose

At Park View Primary School, inclusion is at the heart of everything we do. We believe every child has the right to belong, participate, achieve and thrive regardless of need, background or circumstance. We are committed to removing barriers to learning, promoting equality of opportunity and ensuring that all pupils receive an ambitious education that prepares them for the next stage of their lives.

Inclusion at Park View is not viewed as a separate initiative. It is embedded within our curriculum, teaching, attendance, behaviour, safeguarding and personal development work, ensuring every child feels valued, understood and supported.

School Context

Park View Primary School serves the South Ham community in Basingstoke and educates approximately 430 pupils. The school has:

- A high level of disadvantage, with over 53% of pupils eligible for Free School Meals.
- A Resourced Provision for Deaf pupils.
- A higher-than-national proportion of pupils with SEND.
- Significant numbers of pupils requiring pastoral, safeguarding and family support.

Current SEND data shows:

- 94 pupils (21.8%) identified as SEND Support or EHCP.
- 67.4% of SEND pupils are also disadvantaged.
- SEND attendance remains a significant challenge, with higher than national absence rates and persistent absent rates.

These factors make inclusion central to the school's strategic planning and improvement priorities.

Strategic Priorities

Priority 1: High-Quality Inclusive Teaching

Objective

To ensure every classroom provides high-quality teaching, adaptive practice and Ordinarily Available Provision that enables all pupils to succeed.

Key Actions

- Embed consistent use of Class Education Plans (CEPs).
- Further develop Ordinarily Available Provision (OAP) across all classes.
- Ensure teachers remain responsible for the progress and wellbeing of pupils with SEND.
- Use adaptive teaching strategies including scaffolding, pre-teaching, visual supports, structured routines and explicit vocabulary instruction.
- Continue professional development in dyslexia, neurodiversity, trauma-informed practice, PACE and inclusive classroom strategies.

Success Criteria

- Inclusive practice evident in all learning walks.
- CEPs consistently implemented and reviewed.
- Increased staff confidence in meeting diverse needs.
- Pupils with SEND make strong progress from their starting points.

Priority 2: Early Identification and Graduated Response
Objective
To identify needs quickly and provide timely intervention through a robust graduated approach.

Key Actions
- Maintain strong pre-entry processes including home visits, screening and multi-agency collaboration.
- Use pupil progress meetings, SEND tracking and assessment analysis to identify concerns early.
- Implement Assess-Plan-Do-Review cycles consistently.
- Ensure Individual Education Plans and EHCP reviews remain outcome-focused.
- Strengthen transition arrangements between phases.

Success Criteria
- Emerging needs identified promptly.
- Timely referrals to external professionals.
- Reduced escalation of need.
- Improved parental confidence in support processes.

Priority 3: Meeting the Needs of Pupils with Complex SEND
Objective
To provide bespoke and personalised support for pupils with complex SEND while maintaining inclusion as a whole-school responsibility.

Key Actions
- Develop bespoke provision pathways where required.
- Establish individual provision plans linked to EHCP outcomes.
- Strengthen specialist spaces and resources.
- Embed communication support for deaf pupils.
- Expand multi-agency collaboration including Educational Psychology, Speech and Language Therapy, MHST, Occupational Therapy and PBS.

Success Criteria
- Improved engagement and independence.
- Increased emotional regulation.
- Accelerated progress towards EHCP outcomes.
- Reduction in dysregulation incidents.
- Improved attendance for targeted pupils.

Priority 4: Attendance, Belonging and Participation
Objective
To reduce barriers to attendance and increase participation for SEND and vulnerable pupils.

Key Actions
- Develop personalised attendance plans.
- Strengthen Family Support Worker involvement.
- Expand soft starts, meet-and-greet systems and transition support.
- Monitor attendance and persistent absence rigorously.
- Continue tailored support for young carers, pupils known to social care and families experiencing challenge.

Success Criteria
- Reduction in SEND persistent absence.
- Improved attendance for targeted pupils.
- Increased engagement in school life.
- Greater parental engagement with support services.

Priority 5: Communication, Oracy and Accessibility
Objective
To ensure all pupils can access learning through effective communication support and language-rich teaching.

Key Actions
- Continue implementation of the whole-school oracy strategy.
- Develop communication-friendly classrooms.
- Promote British Sign Language across the school.
- Support language development through explicit vocabulary teaching.
- Ensure deaf pupils have full access to learning through specialist communication support.

Success Criteria
- Improved communication confidence.
- Increased participation in discussions.
- Greater independence in learning.
- Improved writing outcomes, particularly for SEND and disadvantaged pupils.

Priority 6: Wellbeing and Emotional Health
Objective
To ensure all pupils feel safe, valued and able to regulate their emotions effectively.

Key Actions
- Continue embedding MyHappymind.
- Maintain ELSA provision.
- Strengthen wellbeing interventions.
- Develop pupil leadership opportunities for vulnerable pupils.
- Continue Young Carers provision and pastoral support.

Success Criteria
- Improved pupil wellbeing measures.
- Reduced emotional barriers to learning.
- Increased confidence and resilience.
- Strong pupil voice regarding belonging and inclusion.

Priority 7: Partnership with Families and External Agencies
Objective
To strengthen collaborative working between school, families and professionals.

Key Actions
- Maintain open-door communication.
- Increase family engagement activities.
- Expand Coffee and Chat sessions.
- Strengthen multi-agency working.
- Ensure regular review meetings with families of pupils with SEND.

Success Criteria
- Increased parent engagement.
- Positive parental feedback.
- Stronger home-school partnerships.
- Effective agency involvement and impact.

Monitoring and Evaluation

Monitoring Activity	Responsibility	Frequency
Learning Walks	HT, SENCo, SLT	Termly
CEP Audit	SENCo	Termly
Attendance Review	Attendance Lead	Half-Termly
Pupil Voice	SENCo	Termly
Parent Voice	SENCo/SLT	Annually
SEND Progress Review	SENCo	Termly
Safeguarding and Vulnerability Review	DSL Team	Weekly
Governor Inclusion Visit	Inclusion Governor	Termly

Success Measures by 2029

- Inclusive teaching consistently evident in all classrooms.
- Improved outcomes for SEND pupils.
- Reduced SEND attendance gap.
- Sustained strong ethos for emotional wellbeing and belonging.
- Increased participation in leadership, enrichment and wider opportunities.
- Strong parental confidence in SEND provision.
- Highly effective support for pupils with complex SEND.
- Inclusion continues to be recognised as a defining strength of Park View Primary School.

This strategy reflects the school's existing strengths recognised within the 2026 self-evaluation, whilst directly addressing the identified priorities around complex SEND provision, attendance and removal of barriers to learning.