Mosaic Inclusion Strategy

Reviewed by the Governing Board September 2026 - Due to be reviewed September 2027

Inclusion Strategy – Mosaic Federation

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	2026-27
Date this statement was published	01/09/2026
Date on which it will be reviewed	01/09/2027
Statement authorised by	Mosaic Governing Board

Statement of intent

Our approach to inclusion is based on our school values: Respect, Resilience, Responsibility and Engagement. These values underpin all aspects of our school life and aim to ensure we support all learners holistically; developing their social, emotional and academic skills enabling them to become independent and to prepare them for the next stage of their education and adulthood.

We fully recognise that all learners have different life experiences which results in different starting points. Some learners may experience barriers which place them at a disadvantage*. We strive to remove these barriers to ensure that all children, regardless of their starting point, can thrive within our setting and beyond.

We are committed to providing an appropriate and high quality education to all children. We achieve this through inclusive approaches to teaching and learning where we consider: "What is essential for some is beneficial for all." Our ambitious curriculum fosters a wide variety of experiential learning opportunities at all stages of their learning. This ensures children are immersed in the learning process and supports us in raising aspirations for all groups of learners. We work collaboratively with our Mental Health colleagues to provide a coordinated, whole school approach to the teaching of well-being and mental health

**Disadvantage - this term applies to groups of learners who may be: SEND or previously SEND, those eligible for Pupil Premium, those known or previously known to Social Care, those who may face other barriers to their learning and/or wellbeing, which may include those with a Protected Characteristic.*

HIGH QUALITY ADAPTIVE TEACHING WITH CURRICULUM DESIGNED FOR ALL - Every learner benefits from strong classroom practice where adaptive teaching is used consistently to improve access and outcomes for all learners. Teachers utilise metacognitive approaches to increase learning retention and ensure progress for all. Teachers expertly plan lessons to ensure explanations and modelling is effective in order to support guided learning and progress to independent application. Support and resources are carefully considered to ensure learning is accessible to all learners and builds opportunities for independence.

EVIDENCE BASED SUPPORT PRIORITISING EARLY INTERVENTION- A whole school approach to assessment is followed on a half termly basis. This allows teachers to monitor the progress and attainment of all learners at regular intervals. Data is analysed on a termly basis by the Senior Leadership Team, which informs discussions with class teachers to identify individuals or groups that require additional support or intervention.

In Early Years, all children access a language screening to assess their expressive and receptive language. This enables prompt referrals to the NHS SALT team, when needed, as well as tailored support within school via teacher guidance and Talk Boost. We utilise the expertise of other agencies (Local Authority SEND services, Inclusion Team, SALT, Portage and Preschool, Educational Psychology, Healthy Minds, Lifecycles, CYPS) to ensure children are supported at the earliest opportunity to ensure their needs are identified and met.

We adopt a graduated approach to meeting the needs of children with special educational needs. We recognise the critical importance of early identification and early intervention. The right support should be available and accessible as needs are identified. Support and identification do not rely on children receiving a formal diagnosis of a specific condition or disability. Needs are identified through observation, assessment, screening, professional judgement and discussion with the child and their family and provision should respond promptly and proportionately.

Children's support, strategies and interventions will be tailored to their individualised needs and circumstances. This will be monitored,reviewed and evaluated to inform next steps using the Assess, Plan, Do, Review (APDR)cycle.

Provision and support will not remain the same over time as it will be adapted as children grow, progress and achieve outcomes. This could lead to an increase or a reduction in support or the need to find more appropriate or effective interventions to meet the needs of the child. Children are therefore likely to move between universal, targeted and/or specialist support fluidly as they move through school.

Interventions are chosen based on evidence rather than availability. We use recommendations from the Education Endowment Fund (EEF) and regularly retrain and inform staff inline with up to date research and guidance. Interventions are delivered by trained staff with fidelity to the programmes they are delivering. Teachers and leaders monitor impact and adjust provision quickly if progress stalls.

STRONG PARTNERSHIPS WITH FAMILIES AND WIDER SERVICES - We strongly value our Parent Partnerships and believe these are vital in understanding the needs, barriers and strengths of individuals. As such, we endeavour to involve parents throughout the educational journey. This is achieved through termly parent meetings with the class teacher, parent workshops, drop in sessions, coffee afternoons and termly reviews with the SENDCo for learners with more significant or persistent needs.

In order to ensure the needs of all learners are met, we are committed to working in collaboration with a host of services whose role is vital in assessment and early intervention. We follow a graduated approach and have clear pathways for referrals to different agencies to meet the needs of individuals.

INCLUSIVE ENVIRONMENTS WITH CONTINUOUS IMPROVEMENT TO ACCESSIBILITY - *Families* – We access a range of local services including The Toby Henderson Trust, Family Hubs, Early Help, Social Care and local charities to support our families. In order to make these services accessible to parents, we strive to arrange coffee mornings/afternoons across the year that parents can attend to seek further information and support.

Whole School – We strongly believe in creating an accessible environment that benefits all groups. We have worked closely with a local occupational therapy service to develop sensory inclusive learning environments that benefit all learners across the school day. We work collaboratively with our mental health colleagues (Healthy Minds) to ensure a universal offer a whole school approach to the delivery of an age appropriate mental health and well-being curriculum across school.

Individuals – We recognise that some learners will require access to specific services/agencies to meet their individual needs. We work in close partnership with the Educational Psychology service to plan for the assessment and support of individuals. Planning meetings are held on a termly basis to ensure the support is tailored to the needs of school. This can include observations, assessment, 1:1 work or referrals to other services. The school works closely with a host of agencies to meet the varying needs across school. These include (but are not limited to): Speech and Language, Occupational Therapy, Paediatric Service, School Nursing, Lifecycles, Children and Young People's Service, Inclusion Service, Vulnerable Pupils Panel, Portage and Pre-School, Ashley Child Development Centre, Emotional Resilience Team.

ENRICHING PROVISION BEYOND THE CLASSROOM THAT ALL CHILDREN CAN ACCESS - We provide a host of clubs that are available to all learners. These clubs are free or subsidised by school in order to make them accessible to all groups of learners. Our ambitious curriculum fosters a wide variety of experiential learning opportunities at all stages of their learning. This includes, visits and visitors to enrich our curriculum and support all learners. We strive to make all experiences affordable to families by utilizing school funding. This ensures all children are immersed in the learning process and supports us in raising aspirations for all groups of learners. We focus on developing citizenship skills to enable children to engage within their local community and reward children for their personal development through our Personal Development Awards system.

A SAFE AND RESPECTFUL CULTURE FOSTERING BELONGING, ATTENDANCE AND PARTICIPATION IN LEARNING - Our school values: Respect, Resilience, Responsibility and Engagement underpin all aspects of school life. These are embedded into daily practice by staff and children alike. We foster a family culture to support our learners in feeling safe and valued everyday. This is strengthened by our inclusive environments which aim to make learning spaces calm and predictable through the use of visuals and sensory inclusivity. Our curriculum ensures that children access enriching experiences throughout their learning journey. All children have the opportunity to attend clubs and extra-curricular activities.

AMBITIOUS LEADERSHIP AND GOVERNANCE THAT EMBEDS INCLUSION - The SENCO is part of the senior leadership team. They are therefore able to ensure wider school vision and decisions actively remove barriers and ensure inclusion is everyone's focus and responsibility. The SENCO updates and publishes the costed inclusion strategy, SEND information report and inclusion policy annually.

The SENCO ensures that ring fenced IMF (Inclusive mainstream Funding) is used exclusively to strengthen the universal offer and remove predictable barriers. They regularly monitor teaching, curriculum and intervention impact alongside other leaders and governors. The named governor for SEND meets termly with the SENCO to ensure they understand inclusion priorities and hold leaders to account.

The SENCO ensures that the whole staff team feel supported, trained and confident in meeting diverse needs through planning regular meetings, internal and external CPD, and further questionnaires and audits which contribute to the school development plan and costed inclusion strategy.

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	Emotional regulation
2	Attendance
3	Communication and Interaction skills
4	Sensory Differences
5	Deprivation

Strategic Priority	Principle of Inclusion addressed	Barrier to Learning and Participation		Activities and actions	Funding Source	Budgeted Cost	Intended Outcome
1.To further develop high quality teaching to support all groups of learners.	High quality adaptive teaching with curriculum designed for all learners	Pupils with SEND demonstrate reduced engagement and output in comparison to their peers without SEND		• Teacher Training - ZPD and Adaptive Teaching • Support Staff Training • Monitoring and Coaching • Purchase of online tools	CPD Budget IMF	SENCO cover Widget- £140 per yer Chalkie- £200 per year	Pupils with or without SEND will engage fully in lessons
2.To further embed the use of visuals to support learning to create inclusive environments and cultures	High quality adaptive teaching with curriculum designed for all learners	SEND barriers in any area of need can result in children disengaging from activities. Pupil, staff and parent voice suggests that the use of visuals in EYFS have greatly improved wellbeing and engagement of pupils and so the use of similar tools across the age phases and		• Training for Effective use of visuals to engage and support learners: graphic organisers, in task schedules, visual key words • Environment: Consistent visual timetables in all classrooms • PURCHASE: Widget as a tool for creating visual based resources to support	CPD Budget IMF	SENCO cover Widget- £140	Staff will understand how to find, create and adapt resources using visuals to include learners a range of needs in all lessons Visual timetable consistent across school Visual timetables

		curriculum could have a positive impact on engagement and outcomes.		inclusion			displayed and used in all classrooms Widget symbols used to aid communication
3. To improve attendance outcomes for children experiencing EBSA	A safe and respectful culture fostering belonging, independence and participation in learning	Attendance for children with SEND is slightly below national data.		LCEP funding application alongside LA Forest School and Farm school access for children experiencing EBSA Parental Guidance from Emotional Resilience Team to be shared with relevant families	TBC Staffing Budget- Forest and Farm School Lead Emotional Resilience package B - 4 days	Could generate further income or free access to enriching experiences Nursery Nurse wage £1120	Attendance of learners with SEND will be inline with National Average
4. To maintain early and accurate identification of need	Evidence based support prioritising early intervention			Home Visits/Setting for new starters Children visit setting Parent intake meeting School Nurse information shared with parents Early Years Transition Document (LA) Talk Boost	School budget IMF		Early language assessments identify the needs and next steps for learners Professional partnerships support the assessment and identification of need at the earliest opportunity.

				Language Screen			Timely intervention supports access to learing
5. To embed and develop support for emotional regulation	Inclusive environments with continuous improvements to accessibility	All spaces in school should be sensory inclusive and additional resources and timetable adaptation for children who demonstrate sensory seeking or need a sensory diet as part of their regulation and access within the school environment		Staff Training: Sensory Inclusive Environment/ resources Staff Training: PACE Staff Training:ELSA- dedicated member of staff Purchase sensory equipment	IMF IMF IMF	 £900 £1000	