Inclusion Strategy – Alexandra Park Junior School, Oldham

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, fu nded 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	November 2026
Date on which it will be reviewed	March and July 2027
Statement authorised by	The Pinnacle Learning Trust Standards Committee

Statement of intent

At The Pinnacle Learning Trust, inclusion is our commitment to creating high-achieving, supportive environments where every child and young person in our academies belongs, thrives, and succeeds.

Rooted in our core Trust values— **Belong, Inspire, Challenge, Celebrate** inclusion is not a separate initiative or isolated intervention; it is the foundation of our high-quality teaching, universal provision, and collective practice. We actively remove barriers to learning and participation, ensuring that every learner—across all phases from primary to post-16—is known, valued, and empowered to achieve extraordinary outcomes.

At Alexandra Park Junior School, inclusion is the foundation of our decisions, teaching and relationships. Guided by our motto, "*To learn, be happy and achieve our best",* and The Pinnacle Learning Trust values of *Belong, Inspire, Challenge and Celebrate*, we are ambitious for every pupil, regardless of background, starting point or individual need.

Our school community includes a high proportion of children with English as an additional language; a higher than national average proportion of children that are eligible for the Pupil Premium Grant; around 1 in 5 children with Special Educational Needs and/or Disabilities (SEND); and an increasing number of inwardly mobile children, many of whom have limited prior experience of school and limited understanding of English language.

Many of our children experience overlapping barriers relating to disadvantage, gaps in foundational learning, speech, language and communication, English language acquisition, SEND, emotional wellbeing and attendance. We identify needs early through transition information, assessment, screening, observation and dialogue with pupils, families and professionals. We aim to understand the individual child and remove barriers without lowering expectations.

For this reason, there is an overlap in the Pupil Premium and Inclusion Strategy, which seeks to address commonly occurring and predictable needs and barriers to learning and participation for our children. As such, this Inclusion Strategy does not represent our full inclusion offer.

High-quality adaptive teaching is our first response. Our developing Ordinarily Available Inclusive Practice (OAIP), pre-assessment, Progress Plans and graduated approach help teachers plan ambitious learning, adapt provision and review its impact. WellComm and ELSEC support early identification and targeted communication provision; oracy, vocabulary and structured discussion help pupils participate in learning across the curriculum. Targeted intervention complements, rather than replaces, inclusive classroom teaching.

Inclusion extends throughout the school day. Our pastoral, safeguarding, attendance and SEND teams work together to promote safety, belonging, emotional regulation and readiness to learn. OPAL play, personal development, enrichment and pupil leadership are intended to be accessible to all. We work closely with parents, feeder schools, secondary partners, external agencies and Trust colleagues so that support is coordinated and transitions are successful.

In 2026-27, we have chosen to focus on pillars 1, 2 and 4 of The Pinnacle Learning Trust Inclusion Statement (click for details of the pillars), linked to the principle set out in the DfE guidance on *Developing an inclusion strategy using the inclusive mainstream fund* (August, 2026). This decision was informed by a Trust commissioned external SEND Review (Spring 2026); internal inclusion audit processes (using the OAIP Audit Tool); identification of academy specific and cross Trust priorities for 2026-27; and by internal monitoring, supported by the Trust Leads for Safeguarding, SEND and with the Director of Primary School Development.

Our external SEND review recognised ambitious inclusive leadership, effective screening and strong parental engagement. It also identified the need to distribute responsibility for SEND, strengthen teachers' ownership of SEN Support Plans and improve how progress and impact are recorded. Teachers are now receiving SENCO coaching in developing SEN Support Plans. During 2026–27, we will embed this practice,

strengthen consistent adaptive teaching and evaluate pupils' progress, participation, attendance and sense of belonging. Our strategy reflects the seven DfE principles of inclusion and the Trust's strategic pillars.

This strategy will be evaluated through internal (senior and Trust leaders) monitoring; external monitoring (SIP and/or external providers) monitoring; termly attainment and progress data analysis; the use of the OAIP audit tool (to identify strengths and areas for development); and through challenge and support provided by Trustees (via the Standards Committee). This evaluation will inform further development of this strategy in 2027-28.

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
Less developed oral language and vocabulary- this includes Speech, language and communication needs (SLCN), alongside differing stages of English language acquisition, can limit pupils' ability to understand, express ideas and participate fully. A significant proportion of pupils enter Alexandra Park Junior School with gaps in oral language, vocabulary and communication. These gaps can affect pupils' ability to understand and use increasingly complex language, communicate their ideas effectively and access learning across the curriculum. 14.7% of the school population have SLCN. This is the most prevalent area of primary SEND need (correct as November 2026) ● 75.4% of the children on the SEND register have speech, language and communication needs (correct as November 2026) Our assessment information indicates that some pupils arrive in Year 3 with significant gaps in language and communication. ● The 2026-27 Autumn 1 speaking and listening assessments show that 25% of the Year 3 cohort are working well below age-related expectations. Our WellComm assessment for Year 3 2025-26 indicates that between 25-30% of children will require a WellComm intervention during 2026-27.

Low prior attainment on entry and gaps in foundational knowledge on entry to Year 3

Reading and Phonics- A significant proportion of pupils enter Alexandra Park Junior School with low prior attainment in reading and phonics.

22% of the 2026-27 Year 3 cohort were assessed as PKS (working below Key Stage 1) at the end of Key Stage 1 (this was 21% in 2025-26)

Writing- A significant proportion of pupils enter Alexandra Park Junior School with gaps in writing knowledge and skills. These gaps can affect pupils' ability to write fluently, accurately and at increasing length and complexity, and can limit their ability to demonstrate their understanding across the curriculum.

20% of the 2026-27 Year 3 cohort were assessed as PKS (working below Key Stage 1) at the end of Key Stage 1 (this was 23% in 2025-26)

Maths- A significant proportion of pupils enter Alexandra Park Junior School with gaps in mathematical knowledge and understanding.

22% of the 2026-27 Year 3 cohort were assessed as PKS (working below Key Stage 1) at the end of Key Stage 1 (this was 23% in 2025-26)

16.5% of school age Alexandra Park Junior School children are on the SEND register- with almost all of these children being EAL (87% as of November 2026)- and therefore experience the impact of multiple barriers to learning (was 17.2% in 2025-26).

This group is comprised of:
-12.7% of Alexandra Park Junior School children are SEND Support and 3.8% have EHCPs

-14.7% with speech language and communication needs (SLCN)
-3.2% of children have social, emotional and/or mental health needs (SEMH)
-1.4% of children have moderate learning difficulties
-2.3% children have been diagnosed with Autistic Spectrum Condition

Leaders and teachers use the OAIP audit tool, *plan-do-review* cycle information and assessment information to shape SEND Support learners.

There is a pattern of increasing complexity in our cohort of SEND learners, with increasing numbers of children who require a personalised assessment and provision. Information from our feeder Infant School indicates that this will increase further in 2027-28.

The relative economic status of Alexandra Park Junior School learners, compared to children in other schools locally and nationally.

The Bell Foundation recognises the impact of economic status on children's experiences and patterns of attainment when compared to their peers nationally.
Learners may, therefore, come from a highly privileged background or have suffered discrimination and poverty. Strand, Malmberg and Hall (2015) found that learners (EAL or not) from neighbourhoods with deprivation levels above the national average scored less (National Curriculum levels) than those living in neighbourhoods below the average.

IDACI (2025) information shows that 99% of children are living in areas which are the most deprived 20% nationally (Source: 2025 Index of Multiple Deprivation dataset)
Median income for the Alexandra Ward is below the Oldham average and well below the national average (-£14,000, was -£13000 on previous Ward Profile information) (Source: Ward Profile), creating a financial barrier to access to some opportunities for almost all families.

Disadvantage, emotional wellbeing, regulation and attendance difficulties can affect some pupils' readiness to learn, engagement and wider participation.

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
1	The impact of interventions is tracked for lower prior attaining children (this includes SEND support learners) **Academy development plan priority** **Linked to The Pinnacle Learning Trust Pillar 5- Inclusive Governance, Culture and Quality Assurance (DfE Principle 1)**	• There are clear criteria for which interventions should be delivered. This distinguishes between *evidence-based interventions* (to be tracked) and *intervening* (not to be tracked) • Evidence-based and trackable interventions are selected based on leaders' analysis of assessment information to determine what gaps in knowledge are most effectively addressed through whole class OAIP and which are most effectively addressed through targeted intervention • Staff are well-trained and adequately resourced to deliver the evidence-based interventions with high levels and are aware of (& able to) record impact of the selected intervention • Assessment Leads and SENCos enact the Trust-wide agreed system to record progress and impact of interventions and review the impact of selected interventions regularly (dependent on the length of the intervention) • This process ensures consistency of approach across the academy and across PLT
2	Teachers have increased ownership of the SEND Support Planning process **Linked to The Pinnacle Learning Trust Pillar 1 and 4- Inclusive Universal Offer and Adaptive Pedagogy and**	Teachers are trained to deliver SEND Support Planning meetings, attended by the class teacher, the child and the child's parents/carers. Teachers are able to provide information about reviewed targets and set new targets in partnership with the child and the child's parents/carers. As a result of the reviewed process for SEND Support Planning, the SENCo is able to engage with refining the Trust aligned SENCo ways of working (Academy development plan priority) Parental voice and pupil voice evidence that the process has been effective for all stakeholders.

	Inclusive Bases and Targeted Expertise (DfE Principles 1,2,3 and 4)	
3	Further develop and enhance the SEND Support Planning process to align with the priority to secure foundational knowledge and to support SEND learners to achieve non-academic needs/targets **Linked to The Pinnacle Learning Trust Pillar 1- Inclusive Universal Offer and Adaptive Pedagogy (Principles 1, 2, 3 and 4) and Pillar 2- Foster belonging and inclusive environments (DfE Principles 6)**	SEND Support Plans align Cognition and Learning targets with foundational knowledge targets (as identified through analysis of Insight objective level assessment information) ● Staff are aware of how the teaching sequence enables them to secure learners' gaps in foundational knowledge. ● Staff use this information to adapt teaching and provide pre and post teaching activities (including RRI) to support SEND Support learners to make accelerated progress- as evidenced in planning sequences, learning walks/lesson observations and/or learning/book monitoring ● This is reflected in Progress Plans SEND Support Plans are used to support children to achieve personal, non-academic targets through ordinarily available inclusive classroom practice, with strategies implemented to support children to communicate effectively, regulate (self or co-regulation) and/or manage self-discipline. Teachers contribute to, implement and review SEN Support Plans. SENCO coaching records and termly reviews show teacher participation; sampled plans identify needs, adaptations, pupil/parent contributions and a review of next steps. Families are treated as essential co-designers of their child's education, involved in regular, transparent communication about progress and support. This is reflected in families' engagement in setting appropriate Cognition and Learning and non-academic personal targets for their children.
4	Refine systems for the early identification of need for inwardly mobile pupils through enhanced assessment, transition processes and staff professional development. **Academy development plan priority** **Linked to The Pinnacle Learning Trust Pillar 1- Inclusive Universal Offer and Adaptive Pedagogy (Principles 1, 2, 3 and 4) and Pillar 2- Foster belonging and**	● Where there are known pastoral needs, school work with parents/carers, Children's Social Services (where applicable) and other services to ensure continuity of provision. ● Where pastoral needs are apparent, but no services/provision is in place, school work with the child, parents/carers and ● Detailed assessment of individual children in reading, writing, maths and oracy identifies gaps in knowledge ● Staff use this assessment information to develop Provision Plans to meet gaps in knowledge (this includes foundational knowledge) ● Staff are supported to implement the Provision Plans- through training and support ● Assessment information shows that inwardly mobile children make more than expected progress (>6 subgrades of progress, on average, for inwardly mobile children from Y4-6, with 5 subgrades progress for children in Year 3 due to Autumn 1 baseline assessment)

	inclusive environments (DfE Principles 6)	
5	Assessment systems reflect SEND learners' needs and enable the SENCo, teachers, the child and parents/carers to see progress **Linked to The Pinnacle Learning Trust Pillar 1 and 4- Inclusive Universal Offer and Adaptive Pedagogy and Inclusive Bases and Targeted Expertise (DfE Principles 1,2,3 and 4)**	The needs of SEND learners are understood and this information is used to select the assessment system (national curriculum, PIVATs and/or the Autism Education Trust (AET) assessment system) Relevant staff are trained on the assessment systems- linked to their role in school and/or the needs of the children that they teach. Teachers and staff are aware of these assessment systems, why they have been chosen for individual children and can use the chosen assessment systems to set targets, adapt learning and provision and assess children's progress. These assessment system targets are reflected in the SEND Support Plans; SEND review meetings; and in reporting to parents (parents evenings and end of year reports). SLT and SENCo monitoring shows that SEND learners make progress against appropriate targets from the selected assessment system (national curriculum, PIVATs and/or the AET assessment system)
6	Further develop the enrichment offer for: -children with SEND and those with other barriers to learning -Young Carers and/or the siblings of children with complex SEND (EHCPs) **Linked to The Pinnacle Learning Trust Pillar 2- Inclusive Universal Offer and Adaptive Pedagogy (Principles 5, 6 & 7)**	● There is increased access to enrichment opportunities for children with SEND and those with other barriers to learning ● There is increased access to enrichment opportunities for children that are Young Carers and/or the siblings of children with complex SEND (EHCPs)

Activity in this academic year

	Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type**	**Total budgeted cost**
1	***The impact of interventions is tracked for lower prior attaining children (this includes SEND support learners)*** -Trust SEND Lead audits current interventions to ensure that they are evidence informed and can be implemented with high levels of fidelity. -Academy leaders (including the SENCo) work alongside the Trust SEND Lead following clear criteria for the evidence-based interventions will be tracked and intervening activities, where impact data will not be tracked. -All staff receive training on how to implement the selected evidence-based interventions.. -Trust SEND Lead and DoPSD work with Assessment Leads and SENCos to enact a system to record progress and impact of interventions using the *Insight* assessment tracker system -Termly monitoring evidences the agreed approach to small group tuition & 1:1 intervention implemented being implemented with high levels of fidelity and that pedagogy is appropriate to learners' needs- termly Inclusion Lead/SENCo release time is scheduled to facilitate this monitoring -Termly SLT meetings are used to analyse impact in assessment data, with SLT supported PPMs to ensure that the agreed approach to small group tuition & 1:1 intervention is effective (using intervention tracking data) -Termly SLT supported PPMs ensure that the agreed approach to small group tuition & 1:1 intervention is informed by Trust SENCo, school SENCO and SLT evaluation and implemented in line with the agreed approach	Targeted	£2,400 Doesn't include teacher time
2 & 3	**Teachers have increased ownership of the SEND Support Planning process** **Further develop and enhance the SEND Support Planning process to align with the priority to secure foundational knowledge and to support SEND learners to achieve non-academic needs/targets** SENCo to review and develop the SEND Support Planning procedure and train staff on how to align the Cognition and Learning objectives with the foundational knowledge objectives and non-academic targets SENCo to provide training for staff on how to select targets from the relevant assessment system and how to communicate the rationale for these choices with the child and their parents/carers Staff training on how to deliver the objectives/targets set out in the SEND Support Plans	Targeted	£12,650 Without EP or SLT monitoring costs

	● INSET on the Ordinarily Available Inclusive Practice (OAIP) approach and practical strategies- as outlined in provision maps, Progress Plans and curriculum sequences- as well as building partnerships with parents/carers ● Follow up coaching from the SENCo and Vice Principal to support teachers to implement agreed strategies ● Weekly training and support for teaching assistants delivering intervention and classroom support ● Training for staff on sensory circuits, Attention Autism, hearing impairment and organised learning systems, with funding for resources to support delivery ● Teaching assistant training from the Oldham SEND Team Educational Psychologist on ASC and ADHD and executive functioning skills- including how to support learners to manage behaviours in classrooms. SLT monitoring to ensure that staff use this information to adapt teaching and provide pre and post teaching activities to support SEND Support learners to make accelerated progress (through spotlights, monitoring of planning sequences, learning walks/lesson observations and/or learning/book monitoring) Families are treated as essential co-designers of their child's education, involved in regular, transparent communication about progress and support. This is evidenced in parental voice and pupil voice views that the process has been effective for all stakeholders.		
4	**Refine systems for the early identification of need for inwardly mobile pupils through enhanced assessment, transition processes and staff professional development.** ● Review the 2025-26 procedure (flowchart) for inwardly mobile children (new arrivals) to identify which part of the system is in need of refinement (*Plan* into *Assessment*) ● The *Plan* and *Assessment* sections of the new arrival flowchart to recognise the different approaches needed to welcoming inwardly mobile children (I.e. in year school transfer, INA with limited English, child with no experience of school etc). ● Feedback and agreement is sought from the SLT, teaching staff and the Office Team- to enable effective implementation ● Review of the refined guidance- feedback on the practicability of the refined approach. This will involve inwardly mobile children, teachers, TAs and Office Admin staff Monitoring ● SLT support to develop Progress Plans ensures that teachers have identified appropriate objectives (prioritising foundational knowledge, where needed) so that teaching is well matched to inwardly mobile learners' need ● SLT, teachers and subject leaders track, monitor and analyse assessment information (appropriate to need and/or assessment system) to ensure that inwardly mobile children are making progress	Targeted	£4425

5	**Assessment systems reflect SEND learners' needs and enable the SENCo, teachers, the child and parents/carers to see progress** ● The SENCo works with class teachers to review assessment information and use this to select the assessment system (national curriculum, PIVATs and/or the Autism Education Trust (AET) assessment system). ● The SENCo coordinates internal and external training on the assessment systems that are relevant to staff roles and/or the needs of the children that they teach. This includes: ○ SENCo external training on the AET framework ○ Training and induction for staff on assessments and assessment systems for WellComm, PIVATs, the AET framework ○ SENCo coaching for ECTs on the use of PIVATs and the AET framework to set targets, adapt learning and provision and assess children's progress. ● The SENCo monitors SEND Support Plans; SEND review meetings; planning; teaching and assessment information to ensure that children with SEND make progress against personal targets. This takes places through SLT monitoring; spotlights, SIP review, work with the Trust SEND Lead and/or Director of Primary Development	Universal Targeted for PIVATS and AET	£3535
6	**Increase participation for children with SEND in enrichment activities** -The Trust Lead for Sports and Enrichment surveys the SENCo to understand practical considerations in increasing participation for children with SEND in sporting enrichment activities (supported by the SENCo and Director of Primary School Development) -a schedule of sporting enrichment activities is planned to meet the needs of SEND learners so that participation increases for this group of children. This is monitored by each academy Enrichment Lead.	Targeted	Trust Sport & Enrichment Lead, SENCo & Director of Primary Development release time & transport/ resource costs £1,200

Further information (optional)

Please see the Pupil Premium strategy for details of how the PPG funding is being used to address the barriers identified in this strategy