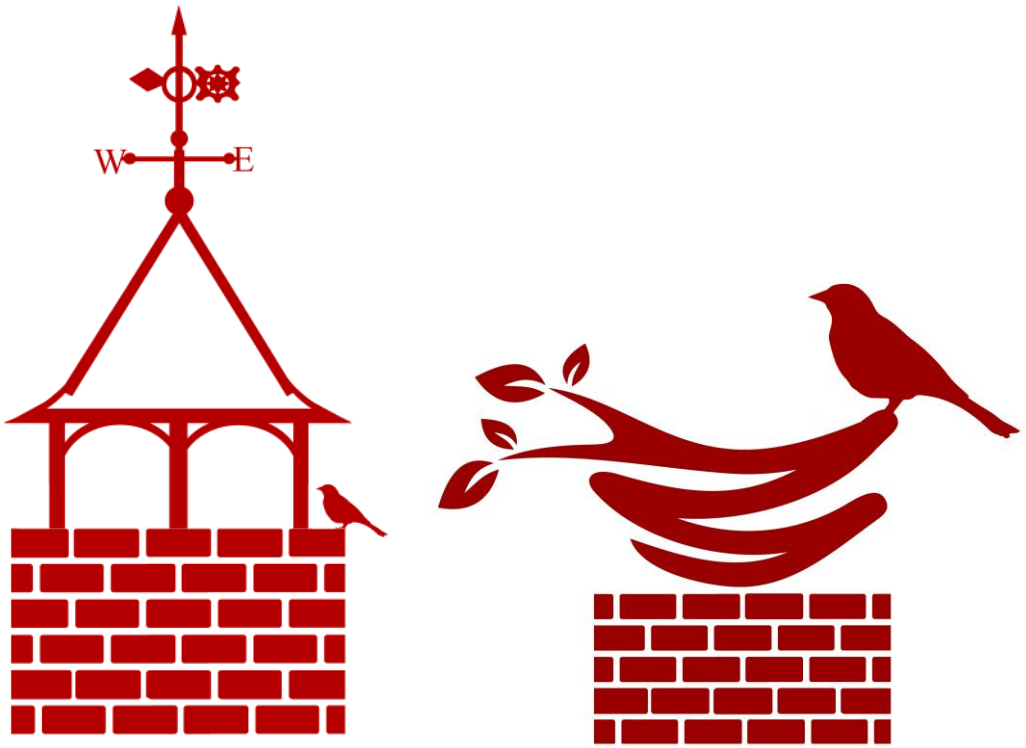
Juniper Hill School

Draft Inclusion Strategy
To be published December 2026



Kindness Enjoyment Achievement

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	December 2026 – December 2029
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Lauren Long (Assistant Headteacher for Inclusion / SENDCo) Claire Garnett (Headteacher)

Statement of intent

At Juniper Hill Primary School, we believe that every child has the right to feel valued, included and successful. Guided by our motto of **Kindness, Enjoyment and Achievement**, we are committed to creating a learning environment where all pupils, regardless of their background, ability, need or circumstance, are welcomed, supported and challenged to achieve the very best outcomes possible.

We recognise that children learn in different ways and may experience a range of barriers to learning, participation and attendance. Our aim is to identify needs as early as possible and respond with timely, effective support that enables every pupil to thrive academically, socially and emotionally. Inclusion is not a separate aspect of school life; it is central to everything we do and underpins our vision that every child belongs, contributes and succeeds within our school community.

Our inclusion strategy is built upon the seven principles of inclusion and reflects our commitment to high aspirations for all pupils. Through strong leadership, skilled staff and meaningful partnerships with our Juniper families, we strive to remove barriers and ensure that every child can access an ambitious curriculum alongside their peers.

Our key priorities are to:

- Promote a culture of belonging where every child feels safe, respected and valued as an individual.
- Ensure that inclusion is embedded within school leadership, strategic planning and ongoing staff development.

- Identify additional needs early through assessment, observation and collaboration with families and external professionals.
- Deliver high-quality adaptive teaching that enables all pupils to access a broad, balanced and ambitious curriculum.
- Provide targeted, evidence-informed interventions where additional support is required, whilst maintaining high expectations and promoting independence.
- Foster positive wellbeing, attendance and engagement through nurturing relationships and proactive pastoral support.
- Ensure that pupils with SEND and other additional needs can fully participate in wider school life, including clubs, visits, leadership opportunities and enrichment activities.
- Continuously review our learning environments, resources and practices to ensure accessibility and remove unnecessary barriers to participation.

We believe that successful inclusion is strengthened through partnership. Our strategy has been shaped by discussions with our children, families, staff, governors and external agencies, alongside analysis of attainment, attendance, wellbeing and SEND information. Listening to the experiences and aspirations of our Juniper community helps us identify priorities and make informed decisions about how best to support all learners.

We use our resources strategically, including the notional SEND budget and specialist funding allocations, to enhance universal provision and provide targeted support where needed. The impact of our strategy is monitored through regular review of pupil progress, attendance, participation, wellbeing and stakeholder feedback. This ongoing evaluation ensures that our provision continues to meet the evolving needs of our pupils and community.

By working together, we aim to ensure that every child at Juniper Hill Primary School experiences a sense of belonging, develops confidence and independence, and leaves us equipped with the knowledge, skills and resilience needed to flourish in the next stage of their education and beyond.

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

Number	Detail of barrier to learning
1	**Communication and Interaction:** At Juniper Hill, we are seeing an increasing number of pupils with speech, language and communication needs across EYFS, mainstream classes and The Nest. We recognise that some pupils, including those with SEND and vulnerable groups such as LAC and PLAC children, may need additional support to understand and process language, express their thoughts and feelings, build relationships and engage confidently in learning. Through early identification, nurturing relationships and targeted intervention, we aim to ensure all pupils develop the communication skills they need to belong, achieve.

Number	Detail of barrier to learning
2	**Emotionally Based School Avoidance (EBSA):** At Juniper Hill, we recognise that some children can experience feelings of anxiety or emotional distress that make attending school difficult. These barriers can affect pupils across all year groups and may be linked to a range of factors, including social, emotional, sensory or learning needs, significant life events, or experiences of trauma. Through our nurturing and relational approach, strong partnerships with families, personalised support and the provision, we work to understand each child's individual needs and reduce barriers to attendance. Our aim is to help every pupil feel safe, valued and understood so that they can attend school successfully, engage in learning and thrive as part of our school community.
3	**ASC and Masking:** At Juniper Hill, we recognise that some pupils with Autism Spectrum Condition (ASC), particularly girls, may work hard to mask or hide their differences in order to fit in with their peers or meet the expectations of others. While these pupils may appear to be coping well in school, masking can be emotionally and mentally exhausting and may impact their wellbeing, confidence and sense of belonging. We understand that presentations of ASC can vary significantly and that some pupils' needs may be less visible than others. Through strong relationships, careful observation, partnership with families and a culture of acceptance and understanding, we aim to identify and support pupils who may be masking, ensuring they feel safe to be themselves and have the support they need to belong, achieve and thrive within our school community.
4	**Social, Emotional and Mental Health (SEMH) and Wellbeing:** At Juniper Hill, we recognise that some pupils may need additional support with their emotional wellbeing and mental health, even when they attend school regularly and engage positively in learning. Children can face a range of challenges both in and outside of school that may affect their confidence, emotional regulation, relationships and readiness to learn. We understand that, at times, pupils may benefit from a trusted adult, opportunities to talk, targeted wellbeing support or adaptations to help them navigate these challenges successfully. Through our relational and trauma-informed approach, strong partnerships with families, and the support available across both the main school and The Nest, we aim to ensure every child feels safe, understood and valued. Our goal is to help all pupils develop the resilience, confidence and emotional wellbeing succeed.
5	**Attention Deficit Hyperactivity Disorder (ADHD):** At Juniper Hill, we are seeing an increasing number of pupils with a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD). We recognise that some pupils may need additional support with attention, organisation, impulse control and self-regulation, which can impact their learning, relationships and emotional wellbeing. Through strong relationships, adaptive teaching, carefully planned learning environments and partnership with families, we aim to remove barriers to learning and ensure pupils with ADHD have the support they need to be successful.

Activity in this academic year

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

Description of activity	Activity type	Total budgeted cost
Activity 1: To strengthen communication and interaction provision across the school, Juniper Hill will commission a qualified Speech and Language Therapist for two days per week. The therapist will work collaboratively with staff to develop a sustainable, whole-school approach to supporting speech, language and communication needs. Key activities will include: • Training and coaching Learning Support Assistants to deliver evidence-based speech, language and communication interventions with fidelity. • Establishing and reviewing targeted early language interventions within EYFS to support the early identification and development of speech, language and communication skills. • Supporting staff in The Nest to develop, implement and monitor individual communication targets and strategies for pupils with identified needs. • Planning and delivering social communication and social skills groups to support pupils with conversational skills, friendships, emotional literacy and social understanding. • Providing advice, modelling and consultation for teachers to develop communication-friendly classrooms and adaptive teaching strategies that enable all pupils to access learning	Universal and targeted	£30,400 per year (2 days per week)

Description of activity	Activity type	Total budgeted cost
successfully. • Supporting SENDCo-led assessments and provision planning by contributing specialist advice, recommendations and outcome-focused targets. • Working in partnership with families to provide practical strategies that can be used consistently between home and school. • Monitoring the impact of interventions and provision to ensure pupils make progress in their communication, social interaction and engagement with learning. **Addresses Barriers 1 and 4**		
Activity 2: To strengthen our provision for pupils experiencing Emotionally Based School Avoidance (EBSA), Juniper Hill will adopt a proactive, whole-school approach that builds staff confidence, strengthens early identification and provides flexible, personalised support for children and families. Key activities will include: • Delivering whole-school training to develop staff understanding of EBSA, anxiety-based behaviours, emotionally informed practice and the factors that can impact school attendance. • Increasing staff expertise in identifying the early signs of anxiety and emotional distress, enabling timely intervention before difficulties become entrenched. • Use a relational and trauma-informed approach across the school, ensuring pupils feel safe, understood and supported to attend and engage in learning. • Providing personalised attendance	Universal and targeted	£500 £360 £2,486 £4,500 £11,800

Description of activity	Activity type	Total budgeted cost
and reintegration plans for pupils experiencing EBSA, with clear, achievable steps towards increased attendance and participation. - Using assistive technology, including AV1 telepresence robots, to help pupils maintain connections with their class, curriculum and peers during periods when attending school is particularly challenging. - Developing flexible approaches to learning and transition, including adjusted starts, phased returns, safe spaces, reduced timetables (where appropriate), and supported transition points throughout the school day. - Providing key adults and trusted relationships to support pupils' emotional wellbeing and confidence (ELSA sessions). - Strengthening partnerships with families through regular communication and practical strategies to support attendance and emotional wellbeing. - Making effective use of The Nest and mainstream provision to provide targeted SEMH support, ensuring pupils receive the right level of intervention whilst remaining connected to their peers and school community. - Working closely with external agencies, including Educational Psychologists, Family Support, CAMHS and attendance services, where additional specialist support is required. - Monitoring attendance, wellbeing and engagement data to identify trends, evaluate the effectiveness of interventions and ensure support remains responsive to pupils' needs. **Addresses Barrier 2 and 4**		

Description of activity	Activity type	Total budgeted cost
Activity 3: To strengthen our provision for pupils with Autism Spectrum Condition (ASC) and those who may be masking their needs, Juniper Hill will continue to develop a culture of understanding and acceptance across the whole school. We recognise that many pupils, particularly girls, may work hard to mask their differences, meaning their needs are not always immediately visible. Key activities will include: • Delivering whole-school professional development to deepen staff understanding of ASC, masking, sensory differences, executive functioning, emotional regulation and the diverse ways in which ASC can present in children. • Developing staff confidence in recognising less visible presentations of ASC, particularly in girls and pupils who may appear to cope well in school but experience significant levels of internal anxiety and exhaustion. • Creating autism-friendly classroom environments through thoughtful consideration of layout, displays, noise levels, lighting and visual organisation, reducing unnecessary cognitive and sensory demands on pupils. • Supporting teachers to use clear, consistent routines, visual timetables, structured learning sequences and explicit communication to reduce uncertainty and promote successful participation. • Ensuring children are well prepared for change and transition through the use of social stories, visual supports, pre-teaching, transition plans and additional opportunities to familiarise	Universal and targeted	£13,700

Description of activity	Activity type	Total budgeted cost
themselves with new environments, adults and routines. • Continue to use Kagan Cooperative Learning structures across the school to increase engagement and participation, whilst providing regular opportunities for movement, interaction and brain breaks that help to calm and regulate the nervous system. • Using Kagan structures to reduce the pressure associated with whole-class questioning, increase predictability and support children to rehearse ideas with peers before sharing more widely. • Providing targeted support through The Nest, alongside inclusive support within mainstream classrooms, ensuring pupils can access the right level of provision whilst remaining connected to their peers and the wider school community. • Developing personalised strategies for pupils with identified sensory, communication or emotional regulation needs, enabling them to access learning successfully and independently. • Working in partnership with families to understand each child's strengths, interests and support needs, ensuring a consistent and joined-up approach between home and school. • Seeking specialist advice from external professionals where appropriate and ensuring recommendations are implemented. **Addresses Barriers 1, 3 and 4**		
Activity 4: To strengthen our provision for pupils with ADHD, Juniper Hill will continue to develop a whole-school approach that builds staff	Universal and targeted	

Description of activity	Activity type	Total budgeted cost
understanding and provision. Key activities will include: • Delivering staff training to develop understanding of ADHD, attention regulation, executive functioning and adaptive classroom practice. • Use Kagan Cooperative Learning structures and brain breaks to increase engagement, provide opportunities for movement and support self-regulation throughout the school day. • Developing classroom environments that promote focus, organisation and independence through clear routines, visual supports and reduced distractions. • Providing targeted support from our Behaviour Mentor for pupils who require additional coaching with emotional regulation, organisation, relationships and learning behaviours. • Working closely with families and external professionals to ensure consistent support and appropriate provision. • Using both mainstream and The Nest provision to provide personalised interventions and strategies that enable pupils to access learning successfully. **Addresses Barriers 4 and 5**		£19,300
Total illustrative budget		**£82,686**

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
Communication and Interaction and Social, Emotional and Mental Health (SEMH) and Wellbeing:	• Through early intervention the number of children requiring speech and language support will decrease as the children move into KS1. • Juniper Team report they feel more confident supporting and delivering social communication and social skills groups. • School environmental audit shows classrooms are more communication friendly. • Lesson observations evidence the range of adaptive teaching strategies used to support all learners. • Speech and Language therapist to deliver a coffee morning for families to share a range of practical strategies that can use used consistently at home and school. The presentation to be shared on the school website.
Emotionally Based School Avoidance (EBSA) and Social, Emotional and Mental Health (SEMH) and Wellbeing:	• Juniper Team report they feel more confident supporting pupils with anxiety-based behaviours and all new staff are fully trained in the trauma informed approach used at Juniper Hill. • To evidence, through SEN Support Plans, the school is identifying the early signs of anxiety and emotional distress and putting provision in place to enable the children to attend school. • To use a variety of flexible approaches e.g. AVI, safe spaces, key adults, support with transition to ensure children with EBSA are supported, look to identify additional approaches that might work with different children. • To expand the schools ELSA provision to support emotional wellbeing, to enable all children who need ELSA support to access the provision in a timely manner. • To recognise the challenges families face and for families to report they feel supported, understood and part of the Juniper Community even when their child isn't attending. • For children who have been identified with EBSA / anxiety, their attendance improves over time, aiming to be as close to 95% as possible.

Intended outcome	Success criteria
ASC and Masking and Social, Emotional and Mental Health (SEMH) and Wellbeing:	• To have a comprehensive professional learning programme to deepen staff understanding of ASC (use INSET Days in 2027 – 2028 and 2028 – 2029) • Deliver the actions recommended from an external ASC audit. • To evidence through lesson observations all classrooms use a clear visual timetable, consistent routines, structured learning sequences and Kagan structures. • The children report back, via a Pupil Voice, they feel well prepared for transitions and any school changes. • Link EP to deliver a coffee morning for families to share a range of practical strategies that can be used to support children with ASC.
ADHD and Mental Health (SEMH) and Wellbeing:	• Juniper Hill achieves Buckinghamshire Council's ADHD Friendly School Award/Certification, demonstrating that effective ADHD-inclusive practices are embedded across the school. • Staff confidence and expertise in supporting pupils with ADHD increases, evidenced through training records, staff voice surveys and consistent use of adaptive classroom strategies. • Kagan Cooperative Learning structures, brain breaks and movement opportunities are routinely embedded across classrooms, resulting in increased pupil engagement, participation and self-regulation. • Pupils with ADHD demonstrate improved wellbeing, engagement and independence, evidenced through pupil voice, reduced barriers to learning, improved classroom participation and positive feedback from families.

Review of the previous academic year from December 2027 (from year two)