Inclusion Strategy – Katherine Semar

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	1.12.26
Date on which it will be reviewed	1.12.27
Statement authorised by	Julie Puxley and Kathie Moy

Funding

Budget 2026-27	KSI (£)	KSJ (£)	Total (£)
SEN Income			
DfE Notional SEN	102,558.00	134,544.00	237,102.00
ECC SEN Top Up	51,200.00	45,200.00	96,400.00
Inclusive Mainstream Funding	8,900.00	11,200.00	20,100.00
Total SEN Income	162,658.00	190,944.00	353,602.00
SEN Staffing Costs			
Total SEN Staffing Costs			504,523.00
SEN Shortfall			(150,921.00)

Statement of intent

At our school, we are committed to being a nurturing school of exceptional quality where every child feels valued, included and able to succeed. We believe that all children should have the opportunity to learn, participate and thrive, regardless of their individual needs or circumstances.

We have carefully reviewed how inclusive our school is and identified many strengths, including our commitment to early support, high-quality teaching, strong relationships with families, a culture of belonging, and a learning environment that is continually improving to meet the needs of all pupils.

This year, we will build on these strengths by focusing on five key priorities. These priorities have been chosen because they address the main barriers to learning and participation that some of our pupils experience. Through these actions, we aim to improve outcomes, increase attendance and engagement, strengthen inclusion, and ensure every child can access all aspects of school life.

We will work closely with children, families, staff and external partners to deliver this strategy and will share our progress through our parent forum, school website, newsletters and inclusion events.

DfE principle of inclusion	Where we are	Evidence
Ambitious leadership and governance that embeds inclusion	Embedded	Inclusion is where our decisions start. The development plan, budget, staffing and policies all begin with it.
Evidence-based support prioritising early intervention	Embedded	Need is spotted early, in the first weeks of term, through a clear process every teacher knows and uses.
High quality adaptive teaching with curriculum designed for all learners	Embedded	Expectations are high for every child, including those with SEND, those who are disadvantaged and those known to social care. Warmth, boundaries and ambition sit together.
Enriching provision beyond the classroom that all children can access	Developing	Every child can take part in trips, residentials, PE, clubs and the full life of the school. We check who actually takes part, and we act on what we find.
A safe and respectful culture fostering belonging, attendance and participation in learning	Embedded	We read our data (attendance, behaviour, attainment, wellbeing) for barriers rather than labels, including whether any group is over-represented in sanctions, suspensions or absence. It leads to action.
Strong partnerships with families and wider services	Embedded	Support plans and one-page profiles are clear, live, and written with the parent and the child.
Inclusive environments with continuous improvements to accessibility	Embedded	Visuals travel with the children who need them, and every child has a reliable way to communicate.

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 (including notable trends or themes over time, such as a growing prevalence or increasing complexity)
1	Speech, language and communication: More children arrive in Reception over the last 3 years with below age expected speech and language.
2	Attendance and school avoidance: Persistent absence is higher for FSM and SEND children than their peers.
3	Sensory and physical needs: More pupils require sensory regulation support and adaptations to remain focused and engaged in learning.
4	Participation and belonging: Pupils with SEND take part in less clubs and trips.

Activity in this academic year

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

In this context, ‘activity’ is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activity may address multiple barriers identified, particularly for improvements to your universal offer.

Description of activity (noting evidence and barrier numbers addressed)	**Activity type (whether it is universal or targeted)**	**Total budgeted cost (this should account for spend from IMF and core budget allocations)**
1. Deliver an evidence-based targeted language programme, such as Wellcomm and ‘Making it Real’ for pupils identified with speech, language and communication needs. Evidence: Our universal offer in this area is in place, so we are adding targeted support for the pupils who need more. Barriers addressed: 1	Targeted	Total: 14,023.03 staffing IMF: £1,568.47 wellcomm packs Core: £12,454.56
2. Set out a clear needs-led pathway from universal to targeted to specialist support, so no child waits for a diagnosis to get help. We will create a handbook to make this clear for parents and staff. Evidence: Our self-assessment rated "Support follows need, not paperwork. We act without waiting for a diagnosis or EHCP, and staff know when to move from universal to targeted to specialist support." as developing. Barriers addressed: 1 and 3	Universal	Total £ 1,778.75 cover to create handbook IMF: £ 1,778.75 cover to create handbook Core: £0

Description of activity (noting evidence and barrier numbers addressed)	Activity type (whether it is universal or targeted)	Total budgeted cost (this should account for spend from IMF and core budget allocations)
3. Set up targeted attendance and reintegration plans for pupils with persistent absence, developed collaboratively with families. Use Parent Gym and other parental support programmes to help families build confidence, establish positive routines and strengthen children's engagement with school. Evidence: Our universal offer in this area is in place, so we are adding targeted support for the pupils who need more. Barriers addressed: 2	Targeted	**Total** £22,700.05 **IMF:** £14,425.07 attendance £548.96 parent gym training **Core:** £3000 parent gym cover and £4,726.02 attendance
4. Put individual sensory plans in place for pupils with significant sensory needs, informed by occupational therapy advice. Evidence: Our universal offer in this area is in place, so we are adding targeted support for the pupils who need more. Barriers addressed: 3	Targeted	**Total:** £ 1,778.75 cover for training **IMF:** £ 1,778.75 cover for training **Core:** £0
5. Track who takes part in enrichment and remove practical barriers for pupils with additional needs. Evidence: Our self-assessment rated "Every child can take part in trips, residentials, PE, clubs and the full life of the school. We check who actually takes part, and we act on what we find." as developing. Barriers addressed: 4	Universal	**Total:** £0 **IMF**: £0 **Core:** £0 Costs in attendance column.

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
Pupils facing barrier 1 (speech, language and communication) get timely targeted support that is checked for impact. Activity 1, barrier 1	Pupils with speech, language and communication needs make measurable progress in language (for example on WellComm and take part more in class talk. **Baseline**: WellComm assessments identified 28 of 60 pupils (46.7%) as below age-related expectations. **Target by end of year:** Following targeted WellComm intervention, at least 57 of 60 pupils (95%) will be working at age-related expectations, with only those pupils presenting with the most significant and persistent language needs remaining below expected levels.

Intended outcome	Success criteria
Pupils receive support as soon as a need is identified, with or without a diagnosis. Activity 2, barriers 1 and 3	Class teachers confidently meet the needs of most pupils through ordinarily available provision. Pupils who do not make expected progress are identified early and supported through a well-understood graduated response, leading to improved progress and participation. **Baseline**: Graduated response is established but inconsistently applied. Most pupils' needs are met through ordinarily available provision, though early identification and support are variable **Target by end of year:** All staff consistently implement ordinarily available provision and the graduated response. Pupils requiring support are identified early, receive timely intervention and demonstrate improved progress and participation.
Pupils facing barrier 2 (attendance and school avoidance) get timely targeted support that is checked for impact. Activity 3, barrier 2	Attendance rises and persistent absence falls for the pupils affected. **Baseline:** Persistent absence for SEND children in the junior school 18.5% Jun (17.9% national) **Target by end of year:** Persistent absence for SEND pupils reduced to below the national average and no higher than 15%.
Pupils facing barrier 3 (sensory and physical needs) get timely targeted support that is checked for impact. Activity 4, barrier 3	Fewer dysregulation incidents and more time spent learning in class. **Baseline:** SEND pupils accounted for 208 of 394 incidents (52.7%) in the infant school and 110 of 223 incidents (49.3%) in the junior school during 2025-26 **Target by end of year:** Behaviour incidents involving identified pupils with SEND reduce by 20%, with at least 80% of targeted pupils spending the majority of their school day successfully accessing learning within the classroom environment.
Participation in clubs, trips and enrichment rises for pupils with SEND. Activity 5, barrier 4	More pupils with SEND take part in clubs, trips and enrichment, and belonging scores rise. **Baseline**: 67% of pupils with SEND and 60% of pupils with EAL participate in at least one club, trip or enrichment activity, compared with 80% of pupils overall. Participation data indicates that pupils with SEND and EAL are less likely to access wider enrichment opportunities and may experience barriers to participation, belonging and social inclusion. **Target by end of year:** 80% of pupils with SEND and 75% of pupils with EAL participate in at least one club, trip or enrichment activity. The gap in participation compared with their peers will reduce, and pupil voice surveys will show improved feelings of belonging and inclusion. Whole school maintained at or above 80%.

Review of the previous academic year

From year two, outline the progress made towards your intended outcomes during the previous academic year, how this was assessed, and the impact on pupils' engagement, participation, attendance, sense of belonging and attainment, including for children and young people with additional needs and SEND.