Inclusion Strategy 2026-27

Inclusion Strategy – Springfields First School

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	2026-2028
Date this statement was published	11/26 (Year 1 of 2)
Date on which it will be reviewed	11/27
Statement authorised by	Governing Body

Statement of intent

At Springfields First School, inclusion is not simply an ambition; it is a culture that underpins everything we do. Our ambition is for all children to grow socially, academically and personally in preparation for the next stage of their lives. Through our ambitious curriculum, driven by oracy, curiosity and aspiration, we ensure every child has access to ambitious learning opportunities and the support required to succeed.

Our approach to inclusion is guided by three key aims:

We aim to:

- **Develop Independence**
- **Encourage Resilience**
- **Empower Confidence**

We recognise that children arrive at school with different experiences, strengths and needs. Some children face barriers to learning that may reduce their opportunities for success beyond their control. Guided by the SEND Code of Practice and the Equality Act, we identify needs early and respond with precision, ensuring support is matched to individual need.

Our curriculum is ambitious for every child. We do not lower expectations; instead, we increase support so that all pupils can achieve. Inclusive practice is embedded through:

- Ambitious leadership and governance
- Early identification and intervention
- High-quality adaptive teaching
- Access to enrichment and wider opportunities
- A strong culture of belonging
- Effective partnerships with families and external agencies
- Inclusive learning environments

Strategic use of inclusion funding

Our inclusion funding is used strategically to identify and reduce barriers to learning and participation, strengthen the capacity of staff to deliver high-quality inclusive practice, provide targeted support where required, and improve the experiences, progress, independence and outcomes of pupils with SEND and those experiencing disadvantage.

For each priority, the school considers: what is being funded; which barrier it addresses; how it will improve the pupil experience; and how the school will know whether it has made a difference.

Through strong relationships, responsive teaching and a culture of acceptance and respect, we ensure every child has the opportunity to thrive.

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	Communication and Interaction needs, including an increasing prevalence of Autism Spectrum Disorder (ASD) and children requiring assessment pathways.
2	Cognition and Learning difficulties that impact access to reading, writing and mathematics.
3	Social, Emotional and Mental Health (SEMH) needs requiring nurture, wellbeing and emotional regulation support
4	Sensory and/or Physical needs requiring environmental adaptations, specialist advice and targeted resources.
5	Disadvantage, attendance concerns and wider contextual factors that may create barriers to achievement and participation.

Pupil experience and inclusive practice

We want pupils to experience a strong sense of belonging, appropriate challenge, success, positive relationships, being listened to, accessible and predictable learning environments, participation alongside peers and increasing independence. Funding will therefore be used not only for targeted intervention, but also to strengthen whole-school practice, staff confidence, classroom accessibility and the capacity of pupils to participate successfully in the wider life of school.

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.

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)*
Deployment of Teaching Assistants to support learning, develop independence and enhance access to the curriculum within mainstream classrooms (Barriers 1-5).  EEF – Deployment of Teaching assistants (March 2025)	Universal	£6000
Delivery of evidence-informed interventions including EPATT Reading, phonics interventions and NELI language support (Barriers 1 & 2).  EEF – Deployment of Teaching assistants (March 2025)	Targeted	Included in Little Wandle scheme, Neli and EPATT are free
Whole-school professional development focusing on adaptive teaching, metacognition, executive functioning, SEND and disadvantage (Barriers 1-5).  EEF -Effective Professional Development (10/21)	Universal	£300

 EEF – SEN in a Mainstream School (3/20)  EEF – Metacognition and Self-regulated learning (11/25)  EEF – Guide to Pupil Premium (9/26)		
Continued development of the ELSA and development of a separate Sensory Room alongside nurture provision to support SEMH and sensory needs (Barriers 3 & 4).  EEF – SEN in a Mainstream School (3/20)  Developing an inclusion strategy using the inclusive mainstream fund (8/26)  Five a day: supporting high-quality teaching for pupils with SEND (1/22)	Targeted	£1500
Purchase of adaptive resources, assistive technology and classroom equipment to reduce barriers to learning (Barriers 1, 2 & 4).  Developing an inclusion strategy using the inclusive mainstream fund (8/26)	Universal	£300

Increased parental engagement opportunities, SEND review meetings and multi-agency collaboration  Working with Parents to Support Children's Learning (2025 update)  EEF – SEN in a Mainstream School (3/20)  Developing an inclusion strategy using the inclusive mainstream fund (8/26)  SEND Code of practice (9/24)	Universal/Targeted	£200

Funding: from investment to impact

The table below makes explicit how planned expenditure will translate into improved inclusion. The school will monitor both implementation (whether the provision is delivered as intended) and impact (whether barriers are reduced and pupils' experiences and outcomes improve).

How we will evaluate impact

Impact will be evaluated using a combination of quantitative and qualitative evidence. This will include attainment and progress, intervention outcomes, attendance, participation in wider opportunities, pupil independence and engagement, learning walks, lesson observations, book scrutiny, pupil voice, parent/carer feedback, SEND reviews and case studies where appropriate. Where evidence indicates that provision is not reducing a barrier effectively, the school will review and adapt the provision rather than continue it solely because it is established.

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 with SEND and those experiencing disadvantage make strong progress from their individual starting points.	Internal assessment information demonstrates expected or better progress in reading, writing and mathematics.

Pupils develop increased independence, resilience and confidence.	Evidence from pupil voice, observations and classroom monitoring demonstrates greater independence and engagement.
Attainment gaps between disadvantaged pupils and their peers reduce over time.	Tracking data demonstrates narrowing attainment gaps across year groups.
Inclusive teaching practices are embedded consistently across the school.	Learning walks, lesson observations and book scrutiny evidence effective adaptive practice.
Attendance and participation improve among vulnerable groups.	Attendance figures move closer to the whole-school average and participation in clubs, trips and enrichment activities increases.
Parents and carers report positive experiences of SEND and inclusion provision.	Parent surveys and feedback demonstrate satisfaction with communication and support.

Monitoring and review cycle

Autumn term – establish baselines, confirm barriers, allocate provision and ensure staff understand agreed inclusive approaches.

Spring term – review whether provision is reducing barriers, evaluate intervention and pupil progress data, and adapt provision where required.

Summer term – evaluate the impact of funding and provision on pupil experience, participation, independence and outcomes, and identify priorities for the following year.

Annual governor reporting – present the cycle of funding → activity → impact → outcomes → next steps, including evidence of effective practice and areas requiring further development.

Review of the previous academic year

This Inclusion Strategy represents the school's first publication within the new Inclusion Strategy framework. As such, a full evaluation of impact will be completed and published following implementation during the 2026-2027 academic year.

Future reviews will report on:

- Attainment and progress outcomes
- Attendance and engagement
- Participation in wider opportunities
- Impact of interventions
- Parent and pupil feedback
- Effectiveness of inclusive practice

SEND-specific monitoring

The school will monitor the impact of inclusion funding across EHCP pupils, pupils receiving SEN Support, and pupils who are both SEND and disadvantaged. Monitoring will consider progress towards individual outcomes, delivery and

effectiveness of provision, attendance, participation, independence and access to the curriculum. For pupils receiving SEN Support, this will be aligned with the school's assess, plan, do, review cycle.

Further information (optional)

Success will not be judged by the amount spent or the number of interventions delivered. It will be judged by whether barriers are reduced, inclusive practice is strengthened, pupils participate and belong, and children experience improved progress, independence, confidence and outcomes.

Our Inclusion Strategy works alongside our SEND Information Report, SEND Policy and wider school improvement priorities to ensure that all pupils can access, participate in and succeed within our ambitious curriculum

Funding / activity	Barrier addressed	What the funding enables	Improved pupil experience	How impact will be measured
Teaching Assistant deployment – £6,000	Barriers 1–5: communication and interaction, cognition and learning, SEMH, sensory/physical needs, disadvantage and attendance.	Strategic deployment of TAs within mainstream classrooms to support access to ambitious learning, scaffold participation, support communication and regulation, and develop independence rather than create unnecessary adult dependency.	Pupils are better able to participate in lessons alongside peers, experience greater success and receive support matched to need.	Pupil participation and engagement; observations/learning walks; progress from individual starting points; evidence of increasing independence; pupil voice; reduction in reliance on adult prompting where appropriate.
Evidence-informed interventions	Barriers 1–2: communication and interaction; cognition and learning.	Targeted provision including EPATT Reading, phonics interventions and NELI language support, selected to address identified need.	Pupils receive focused support for identified gaps and experience greater access to reading, language and classroom learning.	Entry and exit assessment; reading/phonics/language measures; intervention attendance; termly progress; review of individual targets and provision.
Whole-school professional development – £300	Barriers 1–5 and whole-school capacity to respond inclusively.	Professional development in adaptive teaching, metacognition, executive functioning, SEND and disadvantage, strengthening staff confidence and consistency.	Pupils experience more accessible teaching, appropriate scaffolding and consistent approaches across classrooms.	Staff feedback; learning walks; lesson observations; book scrutiny; monitoring of adaptive teaching; evidence of agreed approaches being embedded.
ELSA, sensory room and nurture provision – £1,500	Barriers 3–4: SEMH, sensory needs and emotional regulation.	Continued ELSA provision and development of a separate sensory room alongside nurture approaches.	Pupils have access to appropriate regulation support and environments that help them feel safe, ready to learn and able to participate.	Attendance and engagement; pupil voice; regulation/participation observations; individual review outcomes; staff and parent feedback where appropriate.
Adaptive resources, assistive technology and classroom equipment – £300	Barriers 1, 2 and 4: communication and interaction, cognition/learning and sensory/physical access.	Purchase of resources and equipment that remove practical, sensory, communication or learning barriers and increase access to the curriculum.	Pupils can access learning more independently and participate alongside peers with appropriate adaptations.	Use of resources; pupil independence; observations; engagement; work scrutiny; pupil voice; progress towards individual outcomes.
Parental engagement and multi-agency collaboration – £200	Barriers linked to disadvantage, attendance, communication, SEMH and wider contextual factors.	Additional opportunities for SEND review meetings, parental engagement and collaboration with relevant professionals.	Families feel listened to, communication is clearer and pupils benefit from greater consistency between school, home and external support.	Parent/carer feedback; attendance at reviews; agreed actions completed; multi-agency outcomes; evidence of improved communication and consistency.