# Inclusion Strategy

## Inclusion Strategy – Duke Street Primary 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 |
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| Academic year/years that our current Inclusion Strategy covers | 2026/27 |
| Date this statement was published | September 2026 |
| Date on which it will be reviewed | July 2027 |
| Created by | Mr Louis Reay (Assistant Headteacher/SENDCo) |
| Agreed with | Mrs Sarah Ridley (Headteacher)<br>Miss Katie Parkinson (Deputy Headteacher)<br>Miss Laura Partington (SENDCo)<br>SEC or Pupil Inclusion Committee |
| Statement authorised by | Melissa Abbott (SEND Governor) |

## Statement of intent

At Duke Street Primary School we want every pupil to belong, to learn confidently and to fulfil their potential in line with our ICARE values (Individuality, Community, Aspire and Achieve, Resilience, Empathy). With 317 pupils on roll, higher-than-average eligibility for free school meals (44.83%), an above-average proportion of pupils with SEND (10.4% with EHCP; 14.11% SEN Support), and two additional SEND classes established since 2021, our

inclusion strategy focuses on strengthening everyday inclusive practice across the whole school while using targeted early support where needed.

Our ultimate objectives are:

- To embed inclusive practice so that high-quality adaptive teaching meets the needs of most pupils within the classroom.
- To identify and address barriers early (particularly speech, language & communication needs, SEMH/trauma-related dysregulation, developmental learning delays and sensory needs).
- To increase belonging, attendance and participation for disadvantaged pupils and those with SEND.
- To make continuous, measurable improvements to accessibility across the school site and curriculum.

How this strategy works towards those objectives

- We prioritise a small number (4–7) of high-impact activities that strengthen the universal offer (teacher practice, the communication environment, whole-school SEMH and family partnership), complemented by targeted early interventions for reception/EYFS and for pupils with highest need. This approach follows DfE guidance to focus on fewer things done well and to use IMF funding to improve the universal offer first (Inclusive mainstream fund: best practice for schools (DfE)).

How the 7 principles of inclusion are addressed

- Each activity in Section 3 is explicitly aligned to one of the DfE's seven principles so that IMF-funded work sits clearly under the required framework (leadership and governance; early evidence-based support; adaptive teaching; enriching provision; safe culture; family partnerships; and inclusive environments).

Our activities are organised under the DfE's seven principles of inclusion:

1. ambitious leadership and governance that embeds inclusion
2. evidence-based support prioritising early intervention
3. high quality adaptive teaching with curriculum designed for all learners
4. enriching provision beyond the classroom that all children can access
5. a safe and respectful culture fostering belonging, attendance, and participation in learning
6. strong partnerships with families and wider services
7. inclusive environments with continuous improvements to accessibility

How we developed the strategy with families and the school community

- The strategy builds on the school's vision and recent Ofsted findings, staff and SEND team reflections, parental feedback (via surveys and SEND review meetings), and conversations with specialist partners.

We have shared priorities with governors and consulted parents of pupils with EHCPs and those using the Acorn class to ensure clarity, transparency and shared accountability.

This statement will be reviewed annually and published on the school website in line with DfE expectations.

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## 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)* |
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| 1 | Social, emotional and mental-health needs (SEMH), including pupils with ASD, ADHD and those affected by Adverse Childhood Experiences (ACEs) and trauma. These needs frequently cause dysregulation, difficulty concentrating and episodic withdrawal or challenging behaviour. Our staff report rising complexity of regulation needs, and many pupils benefit from timely adult support (for example, supervised regulation time in the Nurture Room). |
| 2 | Delayed speech, language and vocabulary development, especially in EYFS and KS1. National and sector evidence shows significant numbers of children have SLCN; this is a growing area of concern affecting access to learning and early literacy development (Resource library for educators (Speech and Language UK); Special Educational Needs in Mainstream Schools (EEF guidance report)). |
| 3 | Developmental learning delays and gaps in foundational knowledge for a significant minority of pupils, particularly those with complex needs and those with EHCPs. These delays reduce pupils' ability to access the planned curriculum and widen attainment gaps without timely, evidence-informed adjustments to teaching and targeted interventions (Special Educational Needs in Mainstream Schools (EEF guidance report)). |
| 4 | Socio-economic disadvantage limiting access to learning opportunities (e.g., barriers to attendance, resources, enrichment and family capacity to support home learning). This is significant given our higher-than-average FSM rate (44.83%). Disadvantage interacts with SEND, increasing vulnerability to lower attainment and reduced participation. |

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| 5 | Sensory differences and difficulties managing sensory needs in mainstream classrooms (noise, lighting, crowded spaces), which can cause distraction, dysregulation and reduced engagement. Several pupils require predictable sensory adjustments and access to calmer, sensory-informed spaces to access learning successfully (Inclusion bases in schools (DfE)). |
| 6 | A proportion of SEND pupils, particularly those working within P1–P8/early reading pathways, are not meeting predicted reading outcomes. Difficulties with phonological awareness, vocabulary, comprehension and/or decoding may limit access to the wider curriculum. |
| 7 | A proportion of pupils with SEND, particularly pupils with EHCPs, are not meeting their predicted outcomes in Mathematics. The data identifies a need to strengthen targeted mathematical support. |

## 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)* |
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| Whole-school CPD programme for teachers and leaders on high-quality adaptive teaching and assessment for pupils with SEND, using the EEF guidance on SEND to structure training (including the 'five-a-day' adaptive strategies and assess–plan–do–review cycles). This will include termly INSET, release time for lesson study, and SENCo- | universal | £2,199 plus extra costs for supply cover for lesson study pairings |

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| led moderation to embed practice across our 11 mainstream classes and 2 SEND classes —<br><br>Principle: high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 2, 3, 1<br><br>CPD – Headteacher and SENDCo to attend a package of training entitled 'Leading on SEND in Primary Schools' from Lancashire County Council.<br><br>Training package from Lancashire to support teaching and support staff with inclusive practise. (Lancashire Inclusion Unlocked training). | | |
| Private SALT to support with early identification, parental support and sharing good practice with staff.<br><br>Reception & KS1 early language programme: implement a communication-supportive environment across EYFS/KS1 and deliver targeted small-group early language intervention (e.g., WellComm-style programmes where identified) delivered by trained staff. This combines whole-class vocabulary routines and visual supports with targeted early intervention where screening identifies need<br><br>– Principle: evidence-based support prioritising early intervention. Barriers addressed: 2, 4, 3<br><br>Concept Cat intervention for Inclusion Base, Reception and targeted children with delays in conceptual vocabulary in KS1. | targeted | £4,235 |

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| Musical interaction to support communication and engagement in activities with a specialist teacher for inclusion base children. | | |
| Whole-school SEMH and regulation approach: develop consistent relational practice, universal wellbeing curriculum and a graduated approach to behaviour support (refining use of the spaces as a regulation space, staff training in trauma-informed approaches, and school-wide restorative routines).<br>This will strengthen attendance, participation and belonging, and be mapped into pastoral systems<br>— Principle: a safe and respectful culture fostering belonging, attendance, and participation in learning. Barriers addressed: 1, 4, 3<br><br>Zones of Regulation digital curriculum to support teaching and understanding of emotional regulation.<br><br>RISE therapy training to support children with sensory differences to help regulate learners in the inclusion base.<br><br>Equals membership to support an adapted curriculum for a classroom in the inclusion base.<br><br>Private EP involvement to support children's needs and also staff CPD. | universal | £3,376 |
| Improve physical and sensory accessibility: adapt key mainstream classrooms and high-traffic | targeted | £3,500 |

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| spaces to reduce sensory load (calmer lighting, visual timetables, labelled resources), and develop a planned, curriculum-linked inclusion space/inclusion-base practice (building on our existing Acorn class model) for short-term intensive regulation and small-group teaching where needed — Principle: inclusive environments with continuous improvements to accessibility. Barriers addressed: 5, 1, 3<br><br>Sensory corridor within EYFS/KS1 to support with extraneous learning space and designed for sensory regulation. There is also a space within the annexe (TLC room) as a separate space for children in the inclusion base.<br><br>Private EP involvement to support children's needs and also staff CPD.<br><br>Sensory champion training to observe, support and provide tailored support plan for children with sensory needs.<br><br>EYFS Motor Screening programme | | |
| Strengthen family partnerships and attendance-focused early intervention: implement family outreach (attendance calls, bespoke plans for vulnerable families, subsidised access to clubs/trips) and use the DfE attendance toolkit to monitor and reduce absence for pupils with SEND and disadvantage. This will be linked to SEN reviews and multi-agency referrals where appropriate — Principle: strong partnerships with | universal | £1,600<br>**(Need to include funding from Outreach support for this)** |

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| families and wider services. Barriers addressed: 4, 1, 3<br><br>Private EP to support with early identification, parental support and staff CPD.<br><br>Private SALT to support with early identification of SLCN needs and parental support.<br><br>Outreach support team to work alongside families supporting attendance and family support through welfare calls, EHA assessments and involving multi-agency working. | | |
| EAL tutor to support children new to acquiring the English Language and key EAL children requiring additional support | Targeted | £8,892 |
| Additional Staffing in the inclusion base to support the needs of high complex needs. | Targeted | tba |
| **Targeted SEND Reading Acceleration Programme** – identify pupils at risk of not meeting their reading prediction through termly assessment. Provide short, frequent targeted interventions using an individualised approach: phonics/decoding, vocabulary, comprehension, repeated reading and accessible texts. Use precision teaching where appropriate. Introduce half-termly progress reviews to identify pupils requiring adaptation or increased support. | Targeted | £1,500–£2,000 |
| **Targeted SEND Maths Progress Programme** – use assessment information to identify the specific mathematical barriers for pupils who are not | Targeted | **£1,500–£2,000** for maths manipulatives/resources, intervention materials, assessment |

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| meeting predictions or making limited/negative progress. Provide short, targeted small-group or 1:1 intervention linked directly to classroom learning. Use practical resources, visual representations, modelling and structured opportunities to revisit key concepts. Review progress at least half-termly and adapt provision where pupils are not responding. Develop Oracy – Providing staff with CPD of Orcy in Mathematics training from LPDS through the Maths team at Lancashire. | | resources and staff training/release time. Existing staffing could reduce the additional cost, including CPD |

## 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 |
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| Improved quality and consistency of adaptive teaching for pupils with SEND | - All class teachers complete the EEF-aligned SEND CPD cycle; monitoring shows 100% use of at least three adaptive strategies in lesson observations. - Reduction in the proportion of pupils requiring new targeted interventions for the same barrier at the next review (termly assess–plan–do–review). Evidence source: EEF guidance (Special Educational Needs in Mainstream Schools (EEF guidance report)). |
| Faster identification and improved progress for pupils with SLCN | - Screenings in Reception and Year 1 completed termly; targeted small-group language interventions show measurable progress on entry/exit checks (vocabulary and early language measures). - Proportion of Reception pupils identified with delayed vocabulary reduces year-on-year or progress trajectories meet targets set at plan stage. Evidence source: Speech and Language UK resources and DfE IMF guidance (Resource library for |

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| | educators (Speech and Language UK); Inclusive mainstream fund: best practice for schools (DfE)). |
| Improved regulation, participation and wellbeing across the school | - Reduction in number/duration of classroom withdrawals and behaviour incidents recorded for pupils with SEMH needs; increased use of break out Room as planned regulation, not sanction. - Pupil and parent surveys show higher sense of belonging and safety (annual school climate survey). Evidence source: RISE and EEF recommendations (RISE support for inclusive mainstream education (DfE); Special Educational Needs in Mainstream Schools (EEF guidance report)). |
| More accessible learning environments, reducing sensory exclusions | - Targeted classrooms show implemented sensory adaptations; staff report improvements in on-task behaviour during observations. - Fewer emergency removals to specialist spaces; where used, the inclusion-base approach supports reintegration to mainstream lessons within agreed timelines. Evidence source: DfE inclusion bases guidance (Inclusion bases in schools (DfE)). |
| Increased attendance and engagement for disadvantaged and SEND pupils | - Overall persistent absence for FSM and SEN groups reduces in-year (tracked termly) and attendance plans are in place for all at-risk pupils. - Uptake of enrichment activities from disadvantaged families increases (monitored participation data). Evidence source: DfE attendance guidance (Attendance toolkit for schools (DfE)). |
| Improved reading progress and reduced gap between individual starting points and predicted outcomes. | Reduce the 31% not meeting prediction; ≥80% of intervention pupils make expected/accelerated progress; measurable movement through individual reading pathways. |

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| | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send |
| • Earlier identification of mathematical barriers.<br>• Improved mathematical understanding and confidence.<br>• Increased proportion of pupils making expected or accelerated progress.<br>• Reduction in pupils making limited or negative progress.<br>• More pupils meeting their individual Maths predictions. | • At least **80% of pupils receiving the targeted intervention make expected or accelerated progress** over the intervention period. This can be inclusive of ILP time.<br>• Reduction in the current **27% of EHCP pupils not meeting their Maths prediction**.<br>• Reduction in the number of EHCP pupils making limited/negative Maths progress.<br>• Half-termly assessment demonstrates that intervention is resulting in measurable progress. |

## Review of the previous academic year

From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.

To support this, you should use:

- Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).
- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.

## Review, governance and transparency

- Governors' SEC committee and/or named SEND governor will receive termly reports linking activity spend (IMF + core budget), progress against success criteria and equality/impact monitoring. Senior leaders will maintain a published annual update on the website showing activity, alignment to the 7 principles, and measurable outcomes in line with DfE expectations (Inclusive mainstream fund: best practice for schools (DfE)).

Evidence base and implementation approach

- Activities and assessment approaches are built on the EEF SEND guidance and Speech & Language UK practice for communication-supportive environments, and align with DfE non-statutory guidance for inclusion bases and RISE resources for mainstream inclusion. We will use an implementation-cycle approach (plan, pilot, review, embed) to ensure fidelity and measurable impact (Special Educational Needs in Mainstream Schools (EEF guidance report); Resource library for educators (Speech and Language UK); RISE support for inclusive mainstream education (DfE)).

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