Inclusion Strategy Statement 2026-2027
Stalmine 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
Academic year/years that our current Inclusion Strategy covers *If you opt to create a multi-year strategy, you must ensure that this is reviewed annually and note this on the cover page of the document.*	2026-27
Date this statement was published	November 2026
Date on which it will be reviewed	September 2027
Budget	**£130,000** **Notional SEN budget (element 2)** *(Based on pupils on the SEN register) expectation of first £6,000 of the school's pupil budget allocation being utilised to support their need.* **+£8,000** EY (SENIF) inclusion fund **+£6500** (IMF) main stream inclusion fund
Statement authorised by	*Mr D Smith*

Statement of intent

At Stalmine Primary School, we are committed to creating a truly inclusive community where every child feels a strong sense of belonging, is valued for who they are and is empowered to achieve their full potential
We believe that every pupil has the right to participate fully in school life, experience success and develop the knowledge, skills and confidence needed to flourish.
We are committed to ensuring that all pupils receive an ambitious, high-quality education that enables them to thrive academically, socially and emotionally. We recognise that some pupils face additional barriers to learning and participation, including SEND, communication and language needs, emotional wellbeing challenges, attendance difficulties and other

vulnerabilities.
Our inclusion strategy is designed to identify these barriers early and provide the support, provision and opportunities needed for every pupil to succeed.
At Stalmine Primary School, inclusion is not a separate provision but a fundamental principle that underpins everything we do.
We are proud to have achieved the ***'Lancashire Schools Inclusion and Equality Mark'*** *in the Autumn of 2026. This being a wonderful endorsement of our commitment to ensuring that all our pupils are provided with equal opportunities and we are committed to creating a culture where diversity is celebrated and tolerance is an embedded trait in all our pupils in their behaviours towards all others.*
We understand that equality is not about treating every child the same; it is about ensuring that every child receives the support, challenge and opportunities they need to thrive.
Our ultimate objective is that all pupils, including those with SEND and additional vulnerabilities, make strong progress from their starting points, access learning successfully, participate fully in school life and achieve outcomes that reflect their individual potential. We want every pupil to feel safe, included and valued, developing the confidence, independence and resilience needed to become active members of their community and be well prepared for the next stage of their education.
Our strategy works towards these objectives through high-quality teaching, adaptive practice, inclusive learning environments, specialist provision, targeted intervention and strong pastoral support. Through purposeful use of technology, effective partnerships with external agencies and a commitment to removing barriers to learning and participation, we strive to ensure that every pupil can access an ambitious curriculum and experience success.
We are committed to continually reviewing and developing our inclusive practice. Our strategy is informed by the needs of our pupils, the expertise of our staff, evidence-informed approaches and our ongoing commitment to removing barriers to learning and participation. The strategy reflects the 7 Principles of Inclusion through ambitious leadership, evidence-informed early intervention, high-quality adaptive teaching, accessible enrichment opportunities, a safe and respectful culture, strong partnerships with families and external agencies, and the continued development of inclusive learning environments.
Through ongoing reflection, evaluation and partnership, we will continue to develop an inclusive culture where every child is able to thrive, contribute and succeed as a valued member of the Stalmine Primary Community.

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	Some pupils enter school in (EYFS) with delays in communication, language, social interaction and school readiness. Assessment information, classroom observations and engagement with families indicate that these barriers can affect pupils' ability to

	communicate effectively, regulate emotions, build relationships and access learning successfully from the earliest stages of education.
2	Some pupils experience significant barriers to communication, participation and independence due to speech, language and communication needs, neurodiversity, physical needs or other additional needs. These barriers can affect access to the curriculum, social interaction, self-advocacy and pupil wellbeing.
3	A growing number of pupils experience difficulties with emotional regulation, sensory processing, attention, engagement and self-regulation. These barriers can impact readiness to learn, participation, attendance, independence and successful access to classroom learning and wider school experiences.
4	Some pupils require adaptations to learning environments, resources and methods in order to access learning successfully. Increasingly diverse needs require ongoing development of inclusive environments, assistive technology and accessibility approaches to ensure equitable access for all learners.
5	Approximately 1/3 of our pupils (32%) of pupils on the SEN register are also in receipt of pupil premium funding. This represents a compound disadvantage and potentially additional barriers.
6	Complex cases of children known to children's social care / children in care.

Activity in this academic year

The activities we prioritise this academic year help to alleviate the above barriers to learning 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** (W*hether it is universal or targeted)*	**Total budgeted cost** *(This should account for spend from IMF and core budget allocations)*
Secure a strong understanding of key T&L approaches to support adaptive teaching – focused on child need; are proportionate and are removed when no longer necessary *(link to barrier 1-4*)	Universal	£3000 budget allocation CPD provided by teaching and learning consultants.
Release time for SENCO to attend to the administration for pupils on the SEN register to help ensure that referrals, specific IEP's, care plans and any other documents that need to be completed which help to map out the provision for pupils with extra need are done in a timely manner. To also help school provide in house support for members of staff by the school's SENCO during this allocated time.	Universal	£8,000 2 afternoons x PPA cover to release SENCO (5 hours HLTA) to cover SENCO being out of class allowing her to meet demands of administration within the SENCO role and to be released to provide professional advice to colleagues.

Meeting time with SLT (PP and CLA lead) to cross reference pupils who are on the **PP and PP+** register to look at specific support allocated and look particular requirements that can be put in place to support these pupils who cross are on the SEN register and are also PP/PP+ *(Link to barrier 5,6)*		
Targeted intervention to help pupils with early speech and language difficulties with **'Communicate Speech & language'** *(Link to barrier 1 & 2)*	Targeted	£2000 contribution towards costs for 'Communicate SALT' to work with pupils providing fortnightly sessions for individual pupils 1:1 to target improvements in speech and language.
Targeted intervention to help pupils who are diagnosed with autism to help support their learning with specific intervention. *(Link to barrier 4)*	Targeted	£2000 contribution towards costs for '*Reachout* ASD' to work with pupils (1:1) with sessions across the year provide specialist bespoke support for individual needs
Subscriptions to support programs for SEN pupils to help with daily/weekly intervention – *Nessy learning.* *(Link to barrier 4)*	Universal	£500-£1000 per year dependent on number of pupil accounts
Support for pupils in EYFS (including Reception pupils) *(Link to barrier 1 and 4)*	Universal	£25,000-£30,000 for full time TA2 support for pupils in EFYS to help
Targeted support **for Nursery & Pre-School pupils** *(Link to barrier 1 & 4)*	Targeted	£10,000 for part-time flexible TA1 support for pupils in Nursery/Pre-school to
Targeted extra TA2 support **across KS1 and KS2** *(Link to barrier 2 & 4)*	Targeted	£40,000 20 hours KS1 -Phonics and supporting foundational Maths/Writing/Reading skills for pupils on the SEN register 20 hours in LKS2- Spelling and and supporting foundational Maths/Writing/Reading skills for pupils on the SEN register
Pastoral Social and Emotional regulation work and intervention. Precision Teaching – *(Link to barrier 3)*	Universal	£30,000 for full time TA3 pastoral support across school to help target support for specific pupils who are on the SEN register to access learning

External Targeted Pastoral Social and Emotional Regulation Work through **external support** *(Link to barrier 3)*	Targeted	£3000 Stepping Stones 'Out-reach' support unit SEMHL Support
Educational Psychologist assessments to help school when evidencing behaviour patterns and traits when considering making referrals for possible diagnosis. *(Link to barrier 4)*	Targeted	£3000-£5000 Budget
SLA with LCC Inclusion and equality advisory team. Providing support for school in its journey to achieving the LEIM award. *(Link to barrier 5&6)*	Universal	£1000
Specific educational resources to help support pupils on the SEN register *(Link to barrier 4)*	Targeted	£1000-£3000 budget

TOTAL - £140,000

Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve by the end of your inclusion strategy, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Quality of Teaching (QFT) is consistently strong as a result of high-quality training and CPD. Supported by the school's SENCO and SLT <u>Current focus 2026-27</u> – *-Phonics and spelling.* *-Maths Mastery and adapting for mixed age classes.* *-Adaptive reaching approached across the curriculum*	Pupils are engaged in learning and can explain what they are learning and why. Lessons routinely include clear explanations, effective questioning, modelling and appropriate scaffolding. Pupils receive timely feedback that helps them improve their work. Pupil progress data shows progress in targeted groups following the training. The attainment gap between disadvantaged / SEN pupils and their peers narrows. Increased proportions of pupils achieve age-related expectations or greater depth. Learning walks and book sampling provide evidence of consistent implementation of training across classes. Pupil/parent surveys indicate sustained or increased engagement and enjoyment in teaching and learning in the areas covered by training.
Language interventions improve the speech, language and communication skills of pupils with identified language weaknesses, enabling them to access the curriculum more effectively and establish strong foundations for reading, writing and future learning	Robust assessment systems accurately identify pupils with speech and language needs. Evidence-based interventions are delivered with high fidelity by trained staff. Pupils receiving intervention make substantial gains in vocabulary, expressive language, receptive language and communication confidence.

	Gaps between pupils with identified language difficulties and their peers diminish over time. Improved communication skills enable pupils to participate successfully in phonics, early reading, writing and wider curriculum learning. Leaders use assessment information effectively to evaluate impact and adapt provision. Parents and carers contribute actively to children's speech and language development. Reception pupils / and wider pupils where relevant leave the year with strong communication foundations that prepare them well for Year 1 learning / their current class learning.
Reading, writing, maths and basic number interventions enables pupils to access the core subject curriculum at age expected level or to 'work towards' this level of learning to help them close gaps in the three core subjects towards their peers and establish strong foundations for future learning.	Through robust assessment systems, school can accurately identify pupils with SEN that need further specific support in the core subjects. By the end of the academic year, pupils receiving further support and intervention in the core subjects of: Reading, Writing and Maths demonstrate secure number sense and mathematical fluency. They rapidly recall and apply key number facts, explain their reasoning confidently, and access age related learning successfully. Assessment information evidences accelerated progress from starting points, with attainment gaps narrowing and a greater proportion of pupils achieving age-related expectations in mathematics.
Extra phonic and spelling support for targeted pupils	Pupils receiving intervention make the gains that they need in phonics to be able to pass the KS1 phonics assessment and enter KS2 with sufficient phonics knowledge to allow them to access the Lower KS2 curriculum and become confident spellers over time. Gaps between pupils with identified phonics/spelling difficulties and their peers diminish over time. Improved communication skills enable pupils to participate successfully in phonics, early reading, writing and wider curriculum learning. Leaders use assessment information effectively to evaluate impact and adapt provision.
Identified pupils demonstrate significant improvements in their social, emotional and mental health needs. They regulate their emotions more effectively, use appropriate strategies to manage anxiety and distress, and engage positively with peers and adults. As a result, pupils are increasingly ready to learn, attendance improves where appropriate, behavioural incidents reduce, and barriers to learning are diminished.	By the end of the academic year, pupils receiving targeted pastoral support, Drawing and Talking Therapy, and Play Therapy demonstrate improved emotional literacy, resilience and self-regulation. They form positive relationships, engage confidently in learning and school life, and use appropriate strategies to manage challenges independently. Evidence from pupil voice, behaviour data, attendance information and pastoral records demonstrates that social and emotional barriers to learning have been significantly reduced.