Inclusion Strategy –St Mark and All Saints C of E 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	2026-2027
Date this statement was published	November 2026
Date on which it will be reviewed	July 26
Statement authorised by	Caroline Mallett, Headteacher

Statement of intent

At St Mark and All Saints Primary School we want every child to feel they belong and to be supported to succeed. We know that some children face more barriers than others, and our job is to remove those barriers as early as we can.

We currently have rising numbers of children with additional needs. We also have high pupil mobility and growing numbers of children who find social communication, attention and emotional regulation difficult. Raising the achievement of our most vulnerable, disadvantaged and SEND pupils remains a clear priority.

Alongside the strong work we already do (Little Wandle phonics programme, Speech and Language Link, Thrive Approach, KS1 Nurture provision and our Pupil Premium strategies), we are taking these further steps:

- Appointing an Assistant SENCO to increase administration capacity and build longer term resilience
- Developing the role of the Pastoral Lead

- Running an afternoon alternative provision for Key Stage 2 children
- Creating sensory toolkits for every classroom
- Developing our whole class teaching to strengthen adaptive teaching
- Asking subject leaders to play a bigger role in supporting staff with scaffolding and adaptive strategies during learning walks
- Further developing diagnostic assessment and precise identification of barriers

These actions are funded through a combination of our core budget, notional SEN funding and the Inclusive Mainstream Fund. We will keep checking the difference they make through progress, attendance, wellbeing and the views of children and families.

Our aim is simple: a school where every child feels safe, included and able 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	**Speech, language and communication needs (SLCN)** Rising numbers of children have been identified with have social communication difficulties
2	**Cognition and learning, gaps in reading, writing, maths** There is a wide range of attainment and additional needs in each class- above average percentage of pupils with SEND and disadvantaged pupils. Significant increase in pupils with EHCPs in EYFS. Disadvantaged pupils and pupils with SEND make slower progress in reading and in writing and maths. The high mobility of pupils, particularly in KS2 impact attainment
3	**Social, emotional and mental health (SEMH) and self-regulation** Rising number of pupils identified who have difficulties regulating attention and/ or emotions leading to anxiety, disengagement or challenging behaviour
4	**Sensory and environmental accessibility** Rising numbers of pupils, including those with autism and sensory needs, find busy, high-stimulus environments difficult, creating barriers to focus, regulation and participation.

Activity in this academic year

The activities below are the priorities we have chosen for 2026/27 to alleviate the barriers identified above.

In this first year we have deliberately focused on a small number of evidence-informed approaches that strengthen our universal offer, supplemented by targeted support where needed. Spending is funded from our core budget (including the notional SEN budget) and our inclusive mainstream fund (IMF) allocation. Every activity funded in part or in full from the IMF sits under one of the seven principles of inclusion, shown in bold against each activity below. 'A safe and respectful culture fostering belonging, attendance and participation' (principle 5) is met this year through our existing Thrive Approach, our extra-curricular offer, both detailed in our Pupil Premium Strategy, and our free Breakfast Club.

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)*
Principle 1 - Ambitious leadership and governance that embeds inclusion Develop the capacity of the SEND team by increasing admin support; increase the hours of the Pastoral Lead (Barrier 1)	Universal	£10,945
Principle 2 - Evidence-based support prioritising early intervention. Improve identification of the specific needs of vulnerable learners through classroom observation; book looks; the use of screening tools; identification of pedagogical approaches; matched, structured intervention activities delivered by trained teaching assistants; staff training, teaching resources. EEF	Targeted	£1,234

Special Educational Needs in Mainstream Schools guidance report. (Barriers 1, 2)		
Principle 3 - High-quality adaptive teaching with curriculum designed for all learners. Whole-staff CPD on high-quality adaptive teaching (scaffolding, cognitive and metacognitive strategies explicit modelling, oracy), delivered across the year with subject-leader release time. Evidence: EEF 'Special Educational Needs in Mainstream Schools' and the EEF Teaching and Learning Toolkit. (Barriers 1, 2)	Universal	£5,000
Principle 4- Enriching provision beyond the classroom that all children can access Monitor and encourage participation in extracurricular clubs by vulnerable pupils. EEF Teaching and Learning Toolkit (Barrier 3)	Targeted	Senco to monitor club lists and encourage pupils to attend.
Principle 6 - strong partnerships with families and wider services, and ambitious leadership and governance through better data and early identification. Develop family partnership through the parent SEND forum; family/ teacher SEND meetings; pupil voice questionnaire for pupils with SEND Evidence: DfE best-practice guidance; EEF graduated approach. (Barrier 3)	Targeted	
Principle 7 - inclusive environments with continuous improvements to accessibility. Inclusive environments and accessibility: sensory/regulation resources. Evidence: DfE best-practice guidance and EEF. (Barriers 3, 4)	Universal	£1000

Total planned inclusion spend for 2026/27 (funded from the IMF allocation of approximately £10,300, supplemented by the core budget and notional SEN budget)		£18179.19

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
High-quality teaching meets the needs of vulnerable learners more effectively, thereby reducing barriers to learning and strengthening access, participation and progress for pupils who are at risk of underachievement	Learning walks and work scrutiny show adaptive strategies embedded in at least 90% of lessons observed.
Improved outcomes for disadvantaged pupils and pupils with SEND particularly in maths.	An increased proportion of SEND and disadvantaged pupils meet the year group expected standards.
Improved regulation and reduced anxiety, disengagement or challenging behaviour. Pupils are better able to regulate and enjoy engaging in learning and social times across the school day.	Recorded incidents of disrupted learning reduce across the day. Pupil voice shows improvements in pupils' wellbeing, participation, ability to focus and regulate.
Stronger family partnership. Needs are identified and met earlier, without reliance on statutory processes.	Families report positive experiences of support and transition at review points.

Review of the previous academic year

This is the first year of our inclusion strategy (2026/27), so there is no previous year's strategy to review. We have instead used the 2025/26 academic year to establish a clear baseline against which we will measure the impact of our approaches. From

2027/28 onwards, this section will critically evaluate the progress made against our intended outcomes, including the impact on pupils' engagement, participation, attendance, sense of belonging and attainment, with particular reference to children with additional needs and SEND and explain how that evaluation has shaped the following year's strategy.

To establish our baseline for 2026/27, we have drawn on:

- 2025/26 end-of-key-stage outcomes, the Year 1 phonics screening check and EYFS data
- Internal summative and formative assessments, including standardised reading and language measures.
- Attendance, behaviour and engagement data, learning walks and pupil and family voice used to assess wider barriers to inclusion and the early identification of need.