

Inclusion Strategy Template

Before completing this template, read DfE's [Developing an inclusion strategy using the IMF for school leaders](#).

Schools can use this template to help them develop their inclusion strategy, which must be published on their school website by 31 December every academic year.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

Inclusion Strategy – Southfields 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	2026-27
Date this statement was published	Aut 2026
Date on which it will be reviewed	Aut 2027
Statement authorised by	James Gale (Headteacher)
IMF + Notional SEND Funding value	£151,616 (notional SEND) + £23,427 (IMF) = £175,043

Statement of intent

At Southfields Primary School, our vision is that **every child will develop their unique potential and open their minds to what is possible**. We are committed to

ensuring that every pupil, including those with Special Educational Needs and Disabilities (SEND), additional needs, and those learning English as an Additional Language (EAL), feels valued, included and empowered to succeed. Through promoting inclusion for all, we provide the very best educational experience and support pupils' academic, social, emotional and personal development so they are prepared to contribute fully to life in modern Britain. Our commitment to inclusion is underpinned by our core values of **Good Learners, Accepting, Respect and Kindness (GARK)**.

Our ultimate objective is to create a school where every child belongs, participates and thrives. We recognise that every child is unique and that effective inclusion requires us to understand individual strengths, identify barriers early and provide the support needed for every pupil to succeed. Our SEND Information Report reflects this commitment through personalised support, adaptive provision, targeted interventions and collaborative working with families and specialist professionals.

Our inclusion strategy provides a whole-school framework for achieving these aims. It is built upon Quality First Teaching, early identification of need, responsive intervention, strong pastoral support and inclusive classroom practice. Through our SEND Identification and Support Pathway, Speech and Language Pathway and EAL provision, pupils receive the right support at the right time whilst remaining fully included within the life of the school.

This approach is informed by national evidence and research. The Education Endowment Foundation (EEF) identifies high-quality teaching, effective identification of need and carefully targeted support as the most effective approaches to improving outcomes for pupils with SEND. Similarly, the Inclusion in Practice Emerging Insights Report highlights five key features of inclusive schools: knowing children well, early and often; high-quality evidence-informed teaching; coherent targeted support; strong partnerships; and inclusion as a strategic whole-school responsibility. These principles are reflected in Southfields' Teaching and Learning Policy, SEND pathways and wider inclusion practices.

Our approach is underpinned by the **seven principles of inclusion**:

1. Belonging

We create an environment where every child feels welcomed, represented and part of the Southfields community. Inclusive classrooms, accessible environments and adaptive teaching ensure all pupils can participate fully in school life.

2. High Expectations

We maintain ambitious expectations for all learners and provide personalised support to enable every pupil to achieve their full potential. Our Teaching and Learning Policy promotes evidence-informed approaches including explicit instruction, scaffolding, modelling, guided practice and responsive questioning so that high-quality teaching remains the foundation of inclusion for all pupils.

3. Participation and Engagement

We remove barriers to learning through adaptive teaching, targeted interventions and specialist support where necessary, ensuring all pupils can access a rich and ambitious curriculum. This reflects evidence that targeted support is most effective when built upon excellent classroom teaching.

4. Early Identification and Support

Our graduated approach ensures that concerns raised by staff or families lead to timely assessment, intervention and review. Clear pathways support the identification of SEND, speech and language needs and other barriers to learning at the earliest opportunity, enabling support to be proactive rather than reactive.

5. Pupil Voice

We ensure pupils are heard and involved through one-page profiles, individual targets and regular review processes that place the child at the centre of decision-making and support planning.

6. Partnership with Families and Communities

We work closely with parents, carers and external partners, recognising that successful inclusion is built on collaboration and shared understanding.

Families contribute to planning and reviewing provision, while agencies such as Speech and Language Therapy, Educational Psychology and EMAS support us in securing the best possible outcomes for pupils.

7. Continuous Improvement and Accountability

We regularly evaluate the effectiveness of our provision through assess-plan-do-review cycles, intervention monitoring, professional development and stakeholder consultation. Governors actively monitor SEND and EAL provision and have identified strengths in early identification, targeted intervention, parental engagement and partnership working. Inclusion is therefore a strategic priority, shared by all staff and leaders across the school.

This strategy has been developed through ongoing consultation with pupils, parents, carers, staff, governors and external partners. Families contribute through review meetings, SEND parent consultations and regular communication with school leaders. Governors provide support and challenge through monitoring activities and evaluation of provision, ensuring that our vision for inclusion is translated into effective practice and positive outcomes for pupils. Feedback from all stakeholders informs the continuous refinement of our inclusive approach.

By combining our vision and values, evidence-informed teaching, strong partnerships and a commitment to continuous improvement, Southfields will continue to build a community where every child is known well, supported effectively and empowered to develop their unique potential and open their minds to what is possible.

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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	On entry to school in the Early Years, pupils frequently have low-levels of communication and language skills alongside social and emotional delay. This is growing trend over time. In many cases, children have never attended prior settings and are new to the 'school' environment.
2	A high percentage of pupils entering Southfields have English as an Additional Language and have low levels of English language competence. As a consequence, it is critical to support early language development to ascertain if there are additional issues preventing access to the curriculum (for example undiagnosed SEN).
3	A high level of parental support is required to meet the needs of all learners including those with SEND on a continued basis. Individual family circumstances have a significant impact on the uptake / engagement with support for the family / child.
4	Pupil stability is low; prior support is often non-existent and / or the level of prior education is unclear. On arrival, a large majority of children are not at the expected point in terms of their academic attainment and require significant assessment to understand need and meet need.
5	Approximately 50% children who are SEN 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

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 <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Secure a strong understanding of key T&L approaches to support adaptive teaching (link to SDP) – focused on child need; are proportionate and are removed when no longer necessary (link to barrier 1, 2, 4 and 5)	Universal	CPD provided by teaching and learning consultant (£7500-50%) Instructional Coaching Supply Cover costs (£2760-50%) Subscription to Voice 21 Centre of Excellence Hub (£2000-50%) Autism / CCT Training and Development (£5797-50%) Educational Psychology Service (training for staff and support (£7290 – 50%) SEMHL Team Support £5778
Secure a strong understanding of key T&L approaches to support high-quality explicit instruction through modelling (link to SDP) – (link to barrier 1, 2, 4 and 5)	Universal	CPD provided by teaching and learning consultant (£7500-50%) Instructional Coaching Supply Cover costs (£2760-50%) Subscription to Voice 21 Centre of Excellence Hub (£2000-50%) Autism / CCT Training and Development (£5797-50%)

		Educational Psychology Service (training for staff and support (£7290 – 50%) SEMHL Team Support £5778
Targeted Language Intervention (NELI) – link to barrier 1,2 and 4	Targeted	Trained HLTA delivering sessions 2x per week (£3900)
Targeted Language Intervention (Wellcomm) – link to barrier 1,2 and 4	Targeted	Wellcomm delivered daily (AM and PM) (£11,700)
Targeted Language Intervention (Blast) – link to barrier 1,2 and 4	Targeted	Blast delivered daily (AM and PM) (£11,700)
Targeted EAL Writing Support and Preteaching – link to barrier 2 and 4	Targeted	Daily (AM) class-based support and Daily (PM) targeted writing support (£30,000)
Targeted Mathematics Intervention – ‘Mastering Number Programme’ – link to barrier 4 and 5	Targeted	2x per week (2 adults running sessions = total 2 hours) (£1560)
Targeted Intervention – Precision Teaching – link to barrier 1, 2, 4 and 5	Targeted	15 hours per week led by a trained TA / HLTA (£11,700)
Targeted Pastoral Social and Emotional Regulation Work – link to barrier 1, 5 and 6	Targeted	Pastoral / Learning Mentor – annual cost £36864 SEMHL Team Support £5778
Drawing and Talking Therapy sessions - – link to barrier 1, 5 and 6	Targeted	3 hours per week – annual cost £3330
Play Therapy sessions – link to barrier 1, 5 and 6	Targeted	3 hours per week – annual cost £7215
Targeted Pupil Support (targeted group work) – link to barrier 1, 2, 5 and 6	Targeted	Targeted adult support (meeting EHCP/ IEP targets) £102771

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
<i>Quality of Teaching (QFT) is consistently strong as a result of high quality training</i>	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 accelerated 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 scrutinies provide evidence of consistent implementation of training across classes. Staff surveys indicate increased confidence and competence in the areas covered by training. Coaching, mentoring and performance management records demonstrate sustained impact over time.
<i>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.</i>	Robust assessment systems accurately identify pupils with speech and language needs. Evidence-based interventions (NELI, WellComm and BLAST) 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.
<i>As a result of high-quality Precision Teaching and Mastering Number interventions, identified pupils make accelerated progress in mathematical fluency and number sense. Pupils rapidly recall and apply key number facts, participate confidently in mathematical discussions and access age-related learning more successfully, resulting in narrowing attainment gaps and improved outcomes in mathematics.</i>	By the end of the academic year, pupils receiving Precision Teaching and Mastering Number interventions 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.

<i>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.</i>	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.
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Review of the previous academic year

- *This information will be available from the 2027/2028 school year to evaluate the impact from 2026/2027.*

Further information (optional)

There is no further information at this point.