Inclusion Strategy – Halewood 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	1 October 2026
Date on which it will be reviewed	July 2027 (with termly monitoring of implementation and impact)
Statement authorised by	Headteacher, SENDCo and Governing Body

Statement of intent

At Halewood C of E Primary School, inclusion means every child is known, noticed, valued and enabled to participate fully in the academic, social, emotional and spiritual life of our school. Guided by our Christian vision, Proverbs 22:6, and our commitment that 'We Are a Family', we aim to remove barriers early, maintain high expectations and ensure every child belongs, achieves and flourishes.

Our RAISE curriculum is centred around 'Everyone', reflecting our commitment to designing a curriculum that enables all children to succeed. Our strategy is founded on a strong universal offer, where high-quality inclusive teaching, reasonable adjustments and responsive assessment meet the needs of all learners. Teachers remain responsible for every pupil's progress and participation, using effective scaffolding, modelling, communication supports and technology to make learning accessible. Additional provision is targeted towards identified barriers rather than labels.

Our main areas of identified need are Speech, Language and Communication Needs (SLCN) and Social, Emotional and Mental Health (SEMH). We therefore prioritise

these areas through our inclusive environment, including our sensory room, nurture room and belonging tracker, alongside targeted support and staff development. We identify needs early through our graduated approach, assess-plan-do-review systems, pupil passports, assessment tools and pupil voice. Provision is evidence-informed, regularly reviewed for impact and designed to promote independence.

Inclusion extends beyond the classroom. We actively promote participation, belonging and wellbeing across all aspects of school life, ensuring every child can access enrichment, worship, play and wider opportunities. Pupils, families and professionals are valued partners, with regular opportunities to contribute through reviews, workshops, inclusion afternoons and meaningful conversations.

Our school improvement priorities, ‘Building Belonging’ and ‘Inclusion by Design’, reinforce our commitment to embedding inclusion throughout school life. Leaders and governors evaluate the impact of provision, staffing and expenditure through attainment, progress, attendance, participation, belonging information, pupil and parent voice, learning walks and case sampling. This ensures resources are directed towards identified barriers and approaches are continually refined to improve outcomes.

Our commitment is simple: every child belongs, every voice matters and every child is supported to achieve and flourish.

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 and Language Development** Some pupils experience speech and language difficulties which affect their ability to understand instructions, express their thoughts and needs, develop vocabulary and access learning. Increasing complexity of need requires staff to have the knowledge and skills to identify barriers early and consistently implement effective language development strategies.
2	**Communication and Interaction** Some pupils experience barriers in social communication and interaction which affect their ability to build relationships, interpret social situations, communicate their needs and participate confidently in learning and wider school life.
3	**Social and Emotional Development** Some pupils experience social and emotional barriers which affect their ability to manage emotions, develop positive relationships, build resilience and feel a sense of belonging. These difficulties can impact wellbeing, engagement and readiness to learn, particularly during less structured times such as playtimes and lunchtimes.
4	**Sensory Processing and Regulation** Some pupils experience sensory processing differences which affect their ability to regulate, remain comfortable within the school environment and participate successfully in learning and wider school life. Sensory sensitivities or sensory-seeking behaviours can create barriers during transitions, busy environments and less structured times.
5	**Parental Engagement and Partnership** Some families require increased opportunities to understand the approaches used to support their child, contribute meaningfully to inclusion planning and develop greater consistency between approaches used at home and at 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.

Activities are presented in order of their primary barrier (1–5). Where a provision also addresses other identified barriers, these are shown alongside its primary barrier. Each activity is listed once to avoid double-counting expenditure.

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type** *(whether it is universal or targeted)*	Total budgeted cost (IMF and core budget allocations; complete when confirmed)
1. **Language-rich classrooms and explicit vocabulary teaching** (Barriers 1, 2) – Strengthen communication-friendly classrooms through explicit vocabulary and oracy teaching, modelling, sentence stems, structured partner talk and thinking time. Use consistent staff coaching and quality assurance so approaches are embedded in everyday teaching.	Universal	Staff training delivery costs (12 hours): £540 Staff coaching release time (12 hours): £540 Total: £1080
2. **Targeted speech and language development** (Barriers 1, 2) – Use assessed needs to select and review structured language provision, including Colourful Semantics and relevant elements of Talk About Groups. Reinforce intervention strategies in class and evaluate vocabulary, sentence construction, comprehension and independent communication.	Targeted	Specialist TA intervention costing (2 afternoons per week L3 TA): £3400
3. **Targeted communication and interaction support** (Barriers 2, 3) – Provide structured opportunities for joint attention, turn-taking, social understanding and cooperative interaction through Talk About Groups, LEGO-based social communication sessions and Bucket Therapy / Attention Autism-informed approaches where appropriate. Review individual targets	Targeted	Specialist TA intervention costing (2 afternoons per week L3 TA): £3400

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type** *(whether it is universal or targeted)*	Total budgeted cost (IMF and core budget allocations; complete when confirmed)
and generalisation into everyday routines.		
4. **Communication-Friendly Environments (Barriers 2, 1)** – Strengthen the consistent use of Widgit symbols, visual supports, communication boards, now/next prompts, task boards and accessible instructions across classrooms and wider school environments. Ensure communication approaches are matched to individual needs, enabling pupils to understand information, express their needs, participate confidently and develop greater independence.	Universal and targeted	Staff training delivery costs (6 hours): £270 Resourcing costs: £300 Total: £570
5. **Emotional check-ins and belonging** (Barriers 3, 2) – Use daily Moodly check-ins in Years 2–6, age-appropriate Reception/Year 1 systems, half-termly belonging information and accessible pupil voice to identify concerns early. Review repeated red patterns, including three consecutive red days, and respond through proportionate check-ins, family conversations or further support.	Universal and targeted	Moodly programme cost: £400 Staff training commitment (6 hours): £270 Review time, including parent meetings and inclusion team meetings (12 hours): £540 Total: £1210
6. **Targeted emotional literacy and nurture support** (Barrier 3) – Provide planned, time-limited emotional support through Drawing and Talking, ELSA-informed approaches and appropriate nurture provision. Set entry and exit outcomes, share practical strategies with class teams and evaluate pupils' emotional literacy, relationships and readiness to learn.	Targeted	Drawing and Talking training cost: £300 Learning mentor weekly time dedicated to emotional literacy and nurture for vulnerable pupils (4 hours): £3400 Total: £3700
7. **Inclusive play, enrichment and participation** (Barriers 3, 2, 4) – Develop Halewood Play to Learn through varied play zones, clear routines, accessible	Universal and targeted	Play to learn resourcing cost: £3000

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type** *(whether it is universal or targeted)*	Total budgeted cost (IMF and core budget allocations; complete when confirmed)
resources and supported peer interaction. Continue inclusive Forest School opportunities with appropriate adaptations. Use pupil voice, participation, belonging and incident information to improve access and relationships.		Weekly woodland wellbeing cost (2 hours per week L3 forest school lead): £1700
8. **Sensory Environments and Regulation (Barriers 4, 3, 5)** – Strengthen sensory regulation across the school through staff training, whole-class sensory circuits and consistent sensory-friendly approaches. Ensure purposeful use of the sensory room, regulation resources and environmental adjustments to support pupils' sensory needs. Develop staff understanding of sensory processing and effective regulation strategies, enabling pupils to remain regulated, participate confidently and access learning successfully. Share regulation strategies with parents to ensure consistency in home and school.	Universal and targeted	Sensory room targeted sensory intervention time (L3 TA 2 hours per week): £1700
9. **Family partnership and shared strategies** (Barriers 5, 1, 3, 4) – Combine parent inclusion afternoons, practical workshops and accessible, co-produced review conversations to ensure a consistent approach between home and school.	Universal	Inclusion afternoons (3 hours SENDco time): £120 Parent workshop time/parent meeting time (6 hours): £240 Total: £360
10. **Technology Implementation (Barriers 1, 2, 4)** – Strengthen the effective use of assistive technology and digital tools to remove barriers to learning, communication and participation. Provide staff training and support to embed accessible	Universal	Staff training on technology use as a scaffold for learning (3 hours): £120 Lumio app cost: £300

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type** *(whether it is universal or targeted)*	Total budgeted cost (IMF and core budget allocations; complete when confirmed)
technology consistently across classrooms, promoting pupil independence.		Total: £420
11. Bespoke Teaching Assistant CPD (Barriers 1, 2, 3, 4) – Deliver bespoke professional development for teaching assistants, tailored to the identified needs of pupils within their classes. Develop staff knowledge, confidence and practical skills to implement effective strategies and targeted interventions that improve pupil participation, independence and outcomes.	Universal	TA training weekly (30mins led by SLT): £750
12. **SEND Staff Training and Coaching (Barriers 1, 2, 3, 4)** – Strengthen staff knowledge, confidence and expertise in meeting pupils' SEND needs through regular professional development and SENDCo-led coaching. Provide practical guidance on implementing effective classroom adaptations, delivering targeted provision and using the graduated approach consistently. Tailor training and coaching to identified pupil needs, ensuring staff can confidently remove barriers to learning, participation and independence.	Universal	SENDco teaching training delivery(12 hours): £465 SENCO coaching time (12 hours): £465 Total: £930

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
Barrier 1 – Speech and Language Development: Pupils develop the receptive and expressive language needed to access learning and communicate increasingly independently.	Baseline and review assessments show improvement in vocabulary, comprehension, sentence construction and functional language; staff use agreed language strategies consistently; identified pupils demonstrate greater participation and independence.
Barrier 2 – Communication and Interaction: Pupils communicate and interact more confidently with peers and adults across learning and social contexts.	Pupil and staff voice, observation and provision reviews show improved turn-taking, shared attention, social understanding and peer interaction; pupils increasingly communicate needs and participate with less adult mediation.
Barrier 3 – Social and Emotional Development: Pupils experience a stronger sense of belonging and develop emotional literacy, relationships and readiness to learn.	Moodly and belonging patterns, pupil voice and review records show improved wellbeing and engagement; repeated red patterns prompt timely action; social-time participation improves and repeated difficulties reduce for identified pupils.
Barrier 4 – Sensory Processing and Regulation: Pupils access appropriate sensory adjustments and develop strategies to regulate and participate successfully.	Individual plans and reviews show purposeful use of sensory circuits, sensory room and regulation resources; observations indicate improved transitions, readiness to learn and return to class; provision is adjusted in response to impact.
Barrier 5 – Parental Engagement and Partnership: Families are informed, listened to and increasingly active partners in inclusion planning.	Parent feedback and review records show improved understanding and involvement; participation in workshops and inclusion events is monitored; agreed home–school

Intended outcome	Success criteria
	approaches are reviewed for consistency and benefit to pupils.
Whole-strategy accountability: Leaders and governors demonstrate that inclusion resources and staff development are aligned with identified barriers and reviewed for impact.	Every funded activity is listed once under its primary barrier, with relevant additional barriers identified, a rationale and a review measure; termly monitoring draws on pupil outcomes, participation, attendance, belonging, case sampling and stakeholder voice to continue, adapt or stop provision.

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.*

Further information (optional)

This strategy should be read alongside the school's SEND Information Report, Accessibility Plan, School Improvement Plan, Behaviour/Relationships and Safeguarding arrangements. Implementation will be overseen by the Headteacher and SENDCo, with scrutiny from governors. The strategy will be reviewed through the school's existing quality-assurance cycle, including pupil progress and provision reviews, learning walks, case sampling, pupil/parent voice and analysis of participation and belonging information.