Inclusion Strategy

Inclusion Strategy – Townlands C of E Primary Academy

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	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	A Hawksley & L Martinson Co-Headteachers & Governing Body
Inclusive Mainstream Fund (IMF)	£14,848

Statement of intent

At Townlands Church of England Primary Academy, our vision is for every child to flourish, achieve their potential and develop a lifelong love of learning within a caring and inclusive community. 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, respected and supported. Through high-quality teaching, targeted provision and meaningful opportunities for participation, we enable all pupils to access a broad and ambitious curriculum and thrive academically, socially, emotionally and spiritually. We celebrate diversity, promote equality of opportunity and foster a strong sense of belonging, preparing pupils to contribute positively to modern Britain and the wider world. Our commitment to inclusion is underpinned by our Christian vision and values, which guide us in treating everyone with dignity, respect and kindness.

We recognise that pupils learn in different ways and that some children may face barriers to learning and participation, including those arising from SEND, social,

emotional and mental health needs, communication and interaction difficulties, physical or sensory needs, or other vulnerabilities. We are committed to identifying needs at the earliest opportunity and responding through a graduated approach of Assess, Plan, Do, Review. By working closely with pupils, parents, staff and external agencies where appropriate, we ensure that support is tailored to individual strengths, needs and aspirations. This enables children to make progress, build independence and develop the confidence and resilience needed to participate fully in school life and beyond.

Our Inclusion Strategy provides a whole-school framework for ensuring that every pupil is supported to participate fully and achieve success. It is founded on high-quality teaching, early identification of need, effective assessment, responsive support and strong pastoral care. Through adaptive classroom practice, targeted interventions and close partnership with families and external agencies, we ensure that support is tailored to individual needs while enabling pupils to remain fully included in the life of the school.

At Townlands, our approach to inclusion is guided by national guidance and evidence-based research, including recommendations from the Education Endowment Foundation (EEF). Research demonstrates that the most effective support for pupils with SEND begins with high-quality teaching, complemented by timely identification of need and targeted interventions where required. By embedding these principles throughout our provision and fostering strong relationships with pupils, families and external professionals, we seek to create an inclusive environment where all children feel valued, supported and empowered to succeed.

This Inclusion Strategy has been developed in line with the Department for Education's Inclusive Mainstream Fund guidance and reflects the seven principles of inclusion. We are committed to building an inclusive school where:

- all children feel they belong within their local mainstream community
- high-quality adaptive teaching is the foundation of our provision
- barriers to learning are identified and addressed proactively
- children with additional needs participate fully in the academic, social and wider life of the school
- staff are equipped with the knowledge, skills and confidence to meet a diverse range of needs
- families are valued as partners in their child's education
- inclusion is embedded within strategic leadership, curriculum design and school improvement planning

At Townlands, we work closely with parents and carers because know that positive relationships between home and school are essential in securing the best outcomes for children. Pupils are also supported to express their views and participate in

decisions wherever possible. Through collaboration with families, external agencies, the Leicestershire Local Offer and other professionals, we seek to ensure that support is joined up, effective and responsive to individual circumstances.

Our strategy prioritises the development of inclusive classroom practice, early identification, communication and language development, emotional wellbeing, attendance and engagement. Funding from our core budget, including the notional SEND budget, together with the Inclusive Mainstream Fund, will be used to strengthen our universal offer and provide targeted support where required. Through regular review and evaluation, we will monitor the impact of our provision on pupil engagement, participation, attendance, belonging and attainment, ensuring that all children at Townlands are supported to flourish, succeed and realise their full potential.

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 difficulties,** including limited vocabulary, language delay and challenges with social communication, which can affect access to learning across the curriculum.
2	**Social, emotional and mental health needs**, including anxiety, low self-esteem, emotional regulation difficulties, trauma and adverse childhood experiences, which can impact wellbeing, engagement and readiness to learn.
3	**Persistent or intermittent absence**, which disrupts continuity of learning, relationships and access to support, increasing the risk that pupils fall behind academically and socially.
4	**Limited resilience, perseverance and confidence** act as barriers to learning, reducing pupils' engagement, willingness to embrace challenge and ability to persevere when faced with difficulty.

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)*
Strengthen and enhance our nurture and emotional wellbeing provision through targeted resourcing, evidence-informed staff development, expanded intervention programmes and increased access to specialist support. (Barriers 2 and 4)	Targeted	• Investment in sensory, nurture, reflective, SEND and lunchtime play provision to support regulation, concentration, wellbeing and positive social interaction. • Staff professional development focused on inclusive practice, informed by DfE training materials and collaborative professional discussion. • Continuation and refinement of targeted pastoral interventions, including Pastoral Check-ins, Well-being Workshops, the Flourish Project, Welcome Club, Construction Club, Anger Workshop, Forest School, PE Intervention. • Enhanced visual supports in all classrooms (visual timetable, zones of regulation, communication boards, target cards, calm corner resources). • Increased funding for expert advice and release time to allow staff engagement with the experts at hand offer (release time for staff, training, Educational Psychologist hours). **£8,000 (IMF)**
Strengthen attendance, engagement and inclusion	Targeted	• Develop monthly inclusion surgeries, with the pastoral team

through effective partnership working with families, regular consultation and early identification of barriers to participation. This includes targeted pastoral and transition support, personalised approaches for pupils experiencing persistent or intermittent absence to ensure pupils are able to access learning, develop a sense of belonging and participate fully in school life. (Barriers 2, 3 and 4)		• Additional parent consultations (staff time to ensure enhanced team around the child meetings with families who have complex and significant barriers) • Provide targeted transition workshops for families at key points of change, including school entry, EYFS to Year 1 and Year 6 to secondary school, with additional support for those facing disadvantage or other barriers. • Strengthen attendance-focused partnerships with families through regular consultation, early intervention and collaborative support planning to address emerging attendance concerns. • Provide enhanced targeted pastoral support for pupils experiencing persistent or intermittent absence to improve engagement, wellbeing and access to learning. • Continue to promote positive attendance through a culture of belonging, inclusion and strong relationships. • Regular evaluation of attendance data to identify trends, vulnerable groups and the impact of interventions. **£2,000 (IMF)**
Strengthen pupils' communication, language and oracy skills through inclusive classroom strategies, targeted speech and language support, staff professional development and a structured approach to oracy across the curriculum. (Barrier 1)	Universal and Targeted	• Time dedicated for staff training, implementation and purchasing of language assessments and interventions (SLCN specific interventions such as language for thinking, TALC, Renfrew, BPVS and Talamo) • Time dedicated for staff training and implementation of NELI.

		• Dedicated staff time to research, plan and embed structured debating opportunities, alongside reviewing the DfE Oracy Framework and developing a clear implementation strategy for classrooms from Autumn 2027. **£2,500 (IMF) and core budget**
Further strengthen inclusive practice through robust tracking and monitoring systems, careful evaluation of interventions and ongoing staff development to support early identification and timely intervention. (Barriers 1, 2, 3 and 4)	Targeted	• Monthly inclusion leadership meeting focused on reviewing pupils on the inclusion register and action priorities. • Staff time to complete and review intervention provision mapping and whole school inclusion tracker (monitoring and reviewing start and end points). • Implementation of further staff coaching (CPD time for staff to review and discuss DfE inclusive practice training materials). **£2,500 (IMF)**
Strengthen high-quality inclusive teaching through staff training, coaching and monitoring, with a focus on adaptive practice, accessibility and the removal of barriers to learning for all pupils. (Barriers 1, 2, and 4)	Universal and Targeted	• Staff training in adaptive teaching, trauma-informed practice and inclusive classroom strategies. • Coaching and mentoring and building staff expertise to develop consistent inclusive practice across the school. • Strengthening scaffolding and adaptive approaches to support access to learning. • Ensuring reasonable adjustments and curriculum adaptations meet pupils' individual needs. **£5,000 (IMF) and core budget**

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
Improved speech, language and communication, including use of vocabulary, understanding instructions and expressive language (oracy) across the school.	• Targeted pupils, make measurable progress against identified outcomes. • Pupils demonstrate increased confidence in speaking and listening activities, contributing appropriately in lessons and discussions. • Increased use of complete sentences and age-appropriate spoken language to explain ideas, reasoning and opinions. • Improved communication skills enable pupils to engage more effectively with learning and their peers. • Teacher observations indicate improved communication skills, particularly for pupils identified with Speech, Language and Communication Needs (SLCN). • Staff confidence in understanding and implementation of Oracy across the school. (start and end point assessments, ongoing summative and formative assessments i.e. NELI, phonics assessments, staff observations of children's communication skills, learning walks, pupil voice and classroom observations demonstrate increased opportunities for high-quality talk, discussion and oracy across the curriculum)
Improved social, emotional wellbeing, and self-regulation, enabling pupils to engage confidently in learning, develop positive relationships and participate fully in school life.	• Targeted pupils demonstrate improved emotional regulation and are better able to manage feelings, behaviour and responses to challenge. • Increased pupil engagement in lessons, learning activities and wider school opportunities. • Reduction in behaviour incidents, exclusions and time spent out of class for targeted pupils. • Pupil voice indicates increased confidence, wellbeing and sense of belonging within the school community. • Targeted pupils make measurable progress against SEMH intervention outcomes and individual support plans. • Staff report improved readiness to learn, resilience and positive relationships among identified pupils.

	• Families report improved wellbeing, confidence and engagement with school. (intervention tracking analysis, inclusion register tracking, pastoral support map tracking, CPOMs records, pupil voice)
Improved attendance and engagement, enabling pupils to access learning consistently, maintain positive relationships and fully participate in school life.	• Improved attendance and reduced emotionally based school avoidance. • Improved attendance rates for pupils identified as persistently or intermittently absent. • Improved punctuality and consistency of school attendance. • Increased engagement in learning and wider school activities. • Pupils maintain stronger relationships with peers through regular attendance. • Pupils demonstrate improved progress, attainment and participation. • Parents/carers engage positively with attendance support and intervention strategies. (Daily attendance monitoring, lesson observations/ learning walks, pastoral intervention logs, pupil progress meetings, CPOMs records)
Improved resilience, confidence and perseverance, enabling pupils to engage positively in learning, embrace challenge and sustain effort when faced with difficulty.	• Pupils demonstrate greater confidence when approaching new learning and unfamiliar situations. • Pupils show increased willingness to attempt challenging tasks and take appropriate risks in their learning. • Pupils persevere for longer and make use of strategies to overcome barriers. • Increased levels of engagement, participation and independence in lessons. • Pupils respond positively to feedback and are able to learn from mistakes. (Pupil voice indicates improved confidence and self-belief, staff observations note increased resilience and reduced avoidance of challenging learning activities, behaviour tracking, learning walks, book scrutiny, intervention tracking)

Review of the previous academic year

As this is the first Inclusion Strategy published under the DfE Inclusive Mainstream Fund requirements, no previous review is available. During 2026/27, Townlands will establish baseline measures for attendance, engagement, participation, attainment,

family engagement and inclusion outcomes. These will inform future annual reviews and strategic priorities of this strategy.

Further information

Townlands' Inclusion Strategy should be read alongside the school's Pupil Premium Strategy, SEND Information Report, Accessibility Plan, SEND Policy, Behaviour Policy and Attendance Policy. The strategy will be reviewed annually to ensure resources continue to address the most significant barriers to learning and participation across the school.