Inclusion Strategy – Allendale 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	Nov 2026
Date on which it will be reviewed	Sept 2027
Statement authorised by	P Vincent

Statement of intent

Vision for Inclusion

At Allendale Primary School, we hold high expectations for all pupils and believe that through effective teaching, early identification, strong parental partnerships, and individualised support, every child can flourish academically, socially, emotionally, and spiritually. Our inclusion strategy operates on the core principle that barriers should never define a child's future. Inclusion is not an isolated provision; it is the foundation of our entire curriculum and culture.

Strategic Context

With 18.1% of our pupils eligible for Pupil Premium or Expanded Free School Meals, and 33% of those pupils also presenting Special Educational Needs and Disabilities (SEND), our approach combines universal adaptive teaching with high-impact, targeted interventions. Using the Department for Education's Principles of Inclusion, we ensure that high-quality, ordinarily available provision forms the core offer for all children, supplemented by evidence-based targeted support.

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	Financial disadvantage and poverty
2	Low attendance and persistent absence
3	Speech, language and communication needs
4	Social, emotional and mental health (SEMH) needs
5	Trauma, adverse childhood experiences (ACEs) and family instability
6	Cognition and learning needs
7	Neurodiversity, including autism and ADHD
8	Sensory processing and self-regulation needs
9	Physical disabilities, medical needs and sensory impairments
10	Gaps in early language, communication and vocabulary development
11	Literacy and numeracy gaps
12	Low confidence, resilience and self-esteem
13	Limited access to enrichment, cultural experiences and wider opportunities
14	Behaviour that communicates an unmet need
15	Difficulties with friendships, relationships and social interaction
16	Barriers to parental engagement and access to support services

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)*
Universal High-Quality Teaching & Systems Universal high-quality teaching and systems ensure that all children—regardless of their starting point—benefit from adaptive, clear, and ambitious instruction that builds strong foundations for lifelong learning. **Evidence:** EEF (2020 / 2026). *Special Educational Needs in Mainstream Schools: Universal High-Quality Teaching Guidance Report.* **Barriers: 3-16**	Universal	£460,576
Targeted Academic Support High-impact TA and HLTA support focused on precision teaching, metacognition, reading decoding, and maths place value/fluency. **Evidence:** EEF Teaching and Learning Toolkit (2024–2026). *Small Group Tuition & One-to-One Tuition Evidence Summaries.* **Barriers: 3-12,14,15**	Targeted	£196,745
Targeted Pastoral, Emotional & Specialist Interventions ELSA-trained staff, MELVA mental health sessions, and Friends Resilience / NDAS workshops providing structured SEMH intervention. Drawing & Talking Therapy trained facilitator. **Evidence:** EEF (2019 / 2026). *Improving Social and Emotional Learning in Primary Schools: Guidance Report.* **Barriers: 4,5,8,12,14,15**	Targeted	£15,714

Therapeutic Classroom Approach Refinement of all learning spaces using the Therapeutic Classrooms approach to lower anxiety, promote emotional regulation, and support sensory needs. **Evidence:** Knight, S. (2021–2023). *The Therapeutic Classroom Approach: Transforming primary spaces for trauma-informed learning*. **Barriers: 4,7-9,12,14**	Universal	£1,000
Relational and Trauma Informed Practice Relational and trauma-informed practice creates a safe, compassionate environment where behaviour is understood as communication, helping children build secure emotional connections, regulate their feelings, and feel ready to learn. **Evidence:** Avery, J. C., et al. (2021). *Systematic Review of School-Wide Trauma-Informed Approaches.* **Barriers: 2-16**	Universal	£250
Adaptive Teaching and Inclusive Classroom Practice Whole-staff professional development in adaptive scaffolding, retrieval practice, explicit instruction, and visual supports to maintain high academic ambition without lowering expectations. **Evidence:** EEF (2020 / 2026). *Special Educational Needs in Mainstream Schools: Guidance Report*. **Barriers: 3-15**	Universal & Targeted	£0
Assessment that Identifies Barriers Assessment that identifies barriers enables teachers to pinpoint individual learning needs early, allowing for immediate, targeted adaptations that keep every child on track to succeed. **Evidence: EEF (2023 / 2026).** *The EEF Guide to the Pupil Premium: The Tiered Approach.* **Barriers: 3,6,10,11**	Universal	£0

SEND Identification and Graduated Response Ensures children's additional needs are recognised early, providing tailored, step-by-step support that is regularly reviewed to help every child make progress. **Evidence:** SEN Code of Practice: 0 to 25 years (Chapter 6: Schools / The Graduated Response). **Barriers: 3-12,14,15**	Targeted	£0
Inclusive Resources and Assistive Technology Inclusive resources and assistive technology such as voice-to-text and pen-readers remove learning barriers, allowing all pupils to participate fully in classroom activities alongside their peers and achieve their full potential. **Evidence:** EEF (2020 / 2026). *Special Educational Needs in Mainstream Schools: Guidance Report.* **Barriers: 3,6,7,10,11,12**	Targeted	£2,500
Breakfast Club Breakfast club ensures that no child starts the school day hungry, boosting concentration, attendance, and emotional wellbeing as well as supporting families in their working lives. **Evidence:** EEF & IFS (2019 / 2024). *Magic Breakfast: Evaluation Report and Executive Summary.* **Barriers: 1,2,4,7,12,13**	Universal	£13,014
Family Support and Multi-Agency Working Close partnership with families alongside coordinated work with Educational Welfare Officer, Social Services, Family Hubs, Health Visitors and Children's Services to provide joined-up support around the child and family. **Evidence:** EEF (2018 / 2026). *Working with Parents to Support Children's Learning: Guidance Report.* **Barriers: 1,2,4,5,9**	Targeted	£0
Communication Friendly Setting	Universal	£0

Elklan trained staff use specialist strategies to integrate rich language environments, ensuring every child can express themselves confidently, access the curriculum, and thrive both academically and socially. **Evidence:** Elklan & Royal College of Speech and Language Therapists (RCSLT) (2019 / 2024). *Elklan Communication Friendly Settings (CFS) Impact & Evaluation Report.* **Barriers: 3-5,7,10,11**		
RWI Phonics Scheme High-quality daily synthetic phonics instruction and structured reading fluency sessions. **Evidence:** EEF (2021 / 2026). *Improving Literacy in Key Stage 1 Guidance Report*. **Barriers: 3,10,11**	Universal	£1,700
Accelerated Reader Accelerated Reader fosters a lifelong love of reading by matching children with books at their precise reading level, tracking individual progress, and boosting both reading comprehension and confidence. **Evidence:** EEF, RAND Europe & NFER (2015 / 2021). *Accelerated Reader: Evaluation Report & Effectiveness Trial.* **Barriers: 10,11**	Universal	£1,408
Mastering Number Implementation of structured daily number sense sessions in EYFS/KS1 and staff participation in Maths Hub Mastery training. **Evidence:** NFER & NCETM (2022 / 2024). *Mastering Number Programme Evaluation & Case Study Report*. **Barriers: 6, 11, 12**	Universal	£0
	Total Spend:	£692,907
	Inclusive Mainstream Fund:	£6,964
	School Funded:	£685,943

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
1. Pupils with additional needs and SEND successfully access an ambitious curriculum alongside their peers.	Lesson visits, pupil voice and work scrutiny demonstrate adaptive teaching is consistently embedded. Pupils with additional needs participate fully in classroom learning and make strong progress from their individual starting points.
2. Early identification ensures barriers to learning are recognised and addressed promptly.	Pupils are identified at the earliest opportunity through robust assessment, staff referrals and graduated response processes. Support is implemented quickly and reviewed regularly, with evidence of positive impact.
3. Speech, language and communication outcomes improve.	Pupils receiving communication support demonstrate measurable improvements in language, communication and literacy. Staff confidently implement universal communication strategies across school.
4. Pupils develop stronger emotional wellbeing, resilience and self-regulation.	ELSA & MELVA assessments show positive progress. Reductions in dysregulation, improved readiness to learn and increased participation are evident through school records and pupil voice.
5. Attendance improves for pupils experiencing barriers to regular school attendance.	Persistent absence reduces and attendance for vulnerable groups improves. More pupils access learning consistently and families engage positively with attendance support.
6. Financial disadvantage does not prevent participation in school life.	All pupils access enrichment visits, experiences and wider opportunities regardless of family income. Participation rates remain consistently high across all pupil groups.
7. Staff consistently deliver high quality inclusive practice.	Monitoring demonstrates inclusive teaching is consistently embedded across the school. Staff demonstrate confidence in adaptive teaching, SEND strategies and relational

	practice through professional development and quality assurance.
8. Families are active partners in their child's education.	Parents and carers report positive relationships with school, attend review meetings and contribute to planning for their child's support. Feedback demonstrates that families feel listened to and involved.
9. Pupils with additional needs achieve positive academic, personal and social outcomes	School assessment, behaviour, attendance and wellbeing information demonstrate that pupils make sustained progress towards their individual outcomes and participate fully in school life.

Review of the previous academic year

n/a until 2027