Inclusion Strategy – Glaisdale 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	[Insert date once approved]
Date on which it will be reviewed	Autumn term 2027
Statement authorised by	[Confirm authorising person / governance]

Statement of intent

At Glaisdale Primary School, inclusion shapes everyday learning, relationships and wider opportunities. Our shared "Beacons on the Moors" aspiration reflects our determination for every pupil to belong, participate and experience the transformational impact of a broad and ambitious education. We seek high achievement and personal development for all pupils, including children with SEND, those facing disadvantage and those who need additional support at any point.

Our small, rural school brings children of different ages, strengths and needs together in mixed-age classes. This presents valuable opportunities for collaboration, but requires deliberate curriculum adaptation, responsive teaching and protected adult capacity. Our principle is "keep up, not catch up": we monitor understanding, intervene early and provide carefully planned additional practice so that children can remain successful within their class learning. Where necessary, we also provide individualised, evidence-informed interventions such as phonics tutoring.

Our nurturing, Rights Respecting culture aims to ensure that children feel safe, respected and understood. Inclusion extends well beyond the classroom into our Moors School curriculum, outdoor learning, school oaths, sporting and creative opportunities, visits and transitions. We are alert to practical and individual barriers which could limit access to these experiences.

The Executive Headteacher, a qualified SENCO, provides strategic SEND oversight across both schools. Our named SENCO, Mrs Rowan Mitchell, is nearing completion of her qualification, further strengthening capacity to lead inclusive provision. We are participating in English Hub professional learning focused on early interactions and improving engagement with external agencies and specialists. Feedback from pupils, families of children with SEND and other stakeholders informs practice and our developing shared vision. Our priorities respond to present needs while preparing us for changing profiles of need in future cohorts.

Shared vision and school oaths: our Beacons on the Moors vision

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 trends or increasing complexity)
1	Speech, language and communication. Some pupils benefit from strengthened early interactions, oral language teaching and vocabulary development so that they can engage fully with phonics, reading, learning and relationships.
2	Early identification and a changing profile of need. Additional needs may emerge at different points. Small cohorts do not represent every area of SEND every year, so strong systems and specialist links are needed to identify and respond confidently to changing needs.
3	Curriculum access in mixed-age classes. A broad range of stages, prior knowledge and learning needs creates a continuing demand for well-planned adaptation, effective scaffolding and protected teaching assistant time for timely additional support.
4	Enrichment beyond the classroom. Some pupils may face barriers relating to location, access, cost or individual needs when taking part in outdoor learning, clubs, visits and the rich offer associated with our school oaths.

Activity in this academic year

The activities below build on existing core-funded inclusive practice. IMF amounts represent proposed additional investment, for confirmation through the school's budget process. Each activity supports the numbered barriers above.

Costed working estimates (subject to finance validation): core £9,000 + proposed IMF £3,800 = £12,800. Core estimates model 38 teaching weeks, indicative £22 per TA hour and £48 per SEND leadership/liaison hour, plus access costs. The notional SEN allocation is not a spending target; separately funded EHC top-up and Pupil Premium costs are excluded.

Description of activity (evidence and barrier numbers addressed)	Activity type (universal or targeted)	Total budgeted cost (core and IMF)
Early communication and language-rich teaching (barriers 1, 2) Continue core-funded language development through teaching, early years practice and English Hub professional learning. Proposed enhancement: additional staff release and resources to embed early-interaction strategies and share practice across classes. Evidence: EEF inclusive teaching; English Hub professional learning.	Universal	Core (est.): £1,700 IMF (proposed): £1,000 **Combined (est.): £2,700**
Earlier identification and specialist-informed planning (barriers 1, 2) Continue assess–plan–do–review, parental consultation and existing SEND leadership. Proposed enhancement: additional liaison and staff-development capacity to implement specialist advice promptly and build readiness for less familiar or emerging needs. Evidence: EEF SEND guidance.	Universal / targeted	Core (est.): £1,800 IMF (proposed): £850 **Combined (est.): £2,650**

Description of activity (evidence and barrier numbers addressed)	Activity type (universal or targeted)	Total budgeted cost (core and IMF)
Protected additional support in mixed-age classes (barriers 1, 3) Continue core-funded classroom adaptation, teaching assistant deployment and targeted interventions, including phonics tutoring where needed. Proposed enhancement: additional protected small-group, pre-teaching or intervention time, supporting pupils to keep up and develop independence. Evidence: EEF guide to inclusive teaching and effective TA deployment.	Universal / targeted	Core (est.): £5,000 IMF (proposed): £1,250 **Combined (est.): £6,250**
Accessible enrichment and the wider curriculum (barrier 4) Maintain Moors School, school oaths, outdoor learning and the wider curricular offer. Proposed enhancement: additional staffing, practical adaptations or participation support beyond current arrangements, selected in response to identifiable barriers. Evidence: DfE IMF best practice.	Universal / targeted	Core (est.): £500 IMF (proposed): £700 **Combined (est.): £1,200**

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.

Outcomes will be reviewed through school assessment, SEND planning and monitoring, observations, participation evidence and pupil and family feedback. Progress will be interpreted proportionately for a small cohort.

Intended outcome	Success criteria
Language development supports participation and early literacy	English Hub-informed approaches are evident across early teaching and interactions; observations, teacher assessment and individual monitoring show progress in communication, phonics and curriculum engagement.
Pupils' emerging needs are identified and responded to promptly	Staff use a consistent graduated approach; intervention and specialist recommendations are translated into classroom practice, reviewed and adjusted; families report that communication and planning are effective.
Mixed-age teaching meets a wider range of needs	Monitoring of planning, learning, intervention impact and pupil voice shows appropriate adaptation, timely keep-up provision and growing confidence and independence for pupils needing additional support.
Every pupil can benefit from the school's wider offer	Participation in Moors School, school oaths, visits, clubs and other experiences is reviewed with pupils and families; identified access barriers are addressed so that pupils report belonging and participation.

Review of the previous academic year

This is the first inclusion strategy under the 2026/27 arrangements, so there is no previous annual inclusion strategy to review. School evaluation of existing teaching, SEND provision, assessment, attendance where relevant, and stakeholder feedback has informed these priorities. We will review implementation and pupil outcomes during the year and use this evidence to refine the 2027/28 strategy.

Further information

Our nurturing and Rights Respecting approaches, curriculum and school oaths underpin inclusive provision. As needs evolve, we adapt support while maintaining ambition, belonging and opportunities for every pupil.