# Inclusion Strategy – Fourlanesend 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 | December 2026-September 2027 |
| Date this statement was published | Monday 16th November 2026 |
| Date on which it will be reviewed | September 2027 |
| Statement authorised by | P. Hamlyn (Federation Head)<br>S. Morton (Chair of Governors) |

## Statement of intent

At our schools, inclusion is at the heart of everything we do. We are committed to creating a culture where every child feels valued, respected, and able to thrive, regardless of their starting point, background, need, or circumstance. We believe that all children can achieve highly when barriers to learning are identified and addressed effectively, and when they are supported by a caring, ambitious, and inclusive school community.

Our ultimate aim is for every pupil, including those with Special Educational Needs and Disabilities (SEND) and additional needs, to access a broad, balanced, and aspirational curriculum, participate fully in school life, and develop the knowledge, skills, confidence, and independence needed for future success. We are determined that inclusion is not a separate provision, but a shared responsibility that influences all aspects of school improvement, teaching, learning, behaviour, attendance, and wellbeing.

Our Inclusion Strategy provides a clear framework for achieving these aims. Through high-quality teaching, early identification of need, targeted support, appropriate adaptations, and strong partnerships with families and external professionals, we work to remove barriers to learning and participation. We use evidence-informed approaches and regularly review our provision to ensure that resources are directed where they can make the greatest difference to outcomes for children.

The strategy is underpinned by the seven principles of inclusion.

The 7 principles are:
1. **Ambitious leadership** and governance that embeds inclusion
2. Evidence-based support **prioritising early intervention**

3. **High-quality adaptive teaching** with a curriculum designed for all learners
4. Enriching **provision beyond the classroom** that all children can access
5. A safe and respectful **culture fostering belonging**, attendance and participation in learning
6. **Strong partnerships** with families and wider services
7. **Inclusive environments** with continuous improvements to accessibility.

These principles guide our daily actions and long-term planning.

We recognise that effective inclusion can only be achieved through genuine partnership. Families, pupils, governors, staff, and external agencies all play an important role in shaping and reviewing our approach. We actively seek the views of children and parents, listen to their experiences, and use their feedback to inform strategic decisions and school development priorities.

By working together, we aspire to create a learning community where every child is known, understood, and supported to achieve their full potential, and where inclusion is seen not as an initiative, but as a fundamental part of who we are and what we stand for.

## 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 | Dysregulation at various times across the school day. |
| 2 | Lack of initial understanding around certain topics in lessons. |
| 3 | Struggling to focus for prolonged periods of time. |
| 4 | Poor communication skills, resulting in frustration and poor behaviour. |

## 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.

| **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)* |
|---|---|---|

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| Non class based pastoral practitioners (BTL1) | Targeted | £4565.22 (one day per week) |
| Relationships training (BTL1) | Universal | £300 |
| TA used for pre-teach lessons (BTL2) | Universal | £2,009 (4 hours per week) |
| TA used for brain breaks (BTL3) | Targeted | £1,257 (3 hours per week) |
| Class resources purchased including wobble cushions, fidgets, weighted blankets, ear defenders (BTL3) | Universal | £350 |
| TA assessing dyslexia (BTL4) | Targeted | £419 (1 hour per week)<br>£250 (training) |
| | | Total: £9150.22<br>Inclusive Mainstream Funding - £5,331<br>Dedicated Schools Grant - £3,819.22 |

## 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 |
|---|---|
| BTL1 - Pupils with social, emotional, mental health (SEMH) or behaviour needs receive timely support, enabling them to access learning successfully and remain engaged in school life. | Reduction in behaviour incidents, improved attendance for identified pupils, increased pupil wellbeing measures, and positive feedback from pupils, staff, and families. |
| BTL1 - Staff develop greater confidence and consistency in using relational approaches to support behaviour, wellbeing, and inclusion. | Improved staff confidence demonstrated through surveys, reduction in behaviour escalations and exclusions, and evidence of consistent practice across the school. |
| BTL2 - Pupils with SEND and additional learning needs are better prepared to access whole-class teaching and engage confidently with new concepts. | Identified pupils demonstrate improved participation during lessons, increased independence, and progress towards individual and curriculum targets. |
| BTL3 - Pupils who experience challenges with attention, regulation, or sensory needs are supported to remain focused and ready to learn. | Improved engagement in learning, reduced dysregulation during lessons, fewer classroom disruptions, and positive pupil and staff feedback. |

| | |
|---|---|
| BTL3 - Appropriate sensory resources support pupils' concentration, self-regulation, and participation in learning activities. | Pupils use resources appropriately, sustained engagement in tasks increases, and staff report improved attention and reduced sensory-related barriers to learning. |
| BTL1 - Pupils with speech, language and communication needs make measurable progress in communication skills, supporting improved access to learning and social interaction. | Intervention assessments show progress against dyslexia targets, pupils demonstrate increased confidence in communication, and teachers report improved classroom participation. |

## 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.*