

Inclusion Strategy – Park End 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	13.10.2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mrs J Rodwell Miss A Deakin Mr D Jackson

Statement of intent

At Park End Primary School, our aim is for every child to feel welcomed, valued, safe and able to thrive within their local mainstream school. We believe that all pupils, regardless of their background, ability, need or circumstance, should have equitable access to learning, enrichment opportunities and positive outcomes. Our ultimate objective is to remove barriers to participation, promote a sense of belonging and ensure that every child achieves their full academic, social and emotional potential. This vision is at the heart of our whole-school inclusion strategy.

Our inclusion strategy works towards these objectives through a graduated and proactive approach that combines early identification, high-quality adaptive teaching, effective intervention, positive behaviour support and strong partnerships with families and external professionals. We recognise that inclusion is everyone's responsibility and have embedded inclusive practice within leadership, teaching, wellbeing, safeguarding and school improvement priorities.

The strategy reflects the Department for Education's Seven Principles of Inclusion. Strong leadership and governance ensure inclusion remains a key school priority. Early identification and evidence-informed support help us recognise and respond to additional needs quickly. High-quality adaptive teaching enables all pupils to access a broad and balanced curriculum. Inclusive participation is promoted through enrichment opportunities, educational visits and pupil leadership. We foster a safe, nurturing and restorative culture where behaviour is understood as a form of communication, and all pupils are supported to

develop resilience and self-regulation. Strong partnerships with families and specialist services ensure children receive coordinated support, while accessible environments, communication-friendly classrooms and specialist resources help remove barriers to learning and participation.

Families, pupils, staff, governors and external agencies play a vital role in shaping and reviewing our inclusive provision. We actively seek and value parent and pupil voice through reviews, surveys, meetings and ongoing communication. Regular SEND review meetings, workshops, coffee mornings and multi-agency partnerships help us work collaboratively with families and the wider community to ensure our provision meets the needs of our children.

We aim to be recognised as a highly inclusive and ambitious mainstream school where differences are celebrated, needs are identified and supported early, families are genuine partners in decision-making, and every child feels a strong sense of belonging. Through adaptive teaching, restorative practice, early intervention and meaningful relationships, we will continue to create a school community in which every pupil can participate, succeed and thrive

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
1	Ensuring access through inclusive environments and targeted provision. Some pupils require reasonable adjustments, adapted learning environments or opportunities for sensory and emotional regulation to enable them to engage successfully in mainstream learning. Flexible learning spaces and targeted provision help reduce barriers to participation, develop independence and support pupils to access learning alongside their peers.
2	Meeting a diverse range of needs within mainstream classrooms. Meeting a diverse range of needs within mainstream classrooms. Pupils present with a diverse range of additional needs across the four broad areas of SEND. Speech, language and communication needs represent a significant area of need within the school, affecting pupils' ability to understand, express themselves and participate fully in learning.
3	Establish and embed a high-quality Reception and Key Stage 1 specialist base provision for pupils with complex SEND. Developing a Reception and KS1 specialist base for pupils with complex SEND is a key inclusion priority because it increases the school's capacity to meet a wider range of needs within the local community while ensuring children receive support at the earliest stage of their education.

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	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Ensuring access through inclusive environments and targeted provision. Enhance spaces around school to provide reasonable adjustments, support emotional regulation, communication and independence, and enable pupils to participate successfully in mainstream learning (sensory room, occupational therapy)	Universal	Sensory room and resources: £24,000
Meeting a diverse range of needs within mainstream classrooms. Upskill staff with training from Occupational Therapists and adaptive teaching through the HIVES curriculum. Ensuring all classrooms are equipped with sensory and regulation resources and additional staff to support a wide range of needs.	Universal	£6,000 resources
Establish and embed a high-quality Reception and Key Stage 1 specialist base provision for pupils with complex SEND. A class staffed at a high adult-to-pupil ratio of 4 adults including 1 specialist teacher. The school is seeing an increasing number of pupils entering Reception and Key Stage 1 with complex	Targeted	Staff costs: Teacher: £56,332 Support staff: £80,557

SEND needs that require specialist teaching approaches, enhanced staffing and targeted intervention. Establishing and embedding a specialist base provision will ensure that these pupils can access an appropriately adapted curriculum, develop key communication and independence skills, and participate meaningfully in school life. The provision will strengthen the school's inclusive practice and improve outcomes for pupils with the most significant barriers to learning.		
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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
The school environment is accessible, inclusive and responsive to the needs of pupils with SEND. Appropriate environmental adaptations and targeted sensory provision enable pupils to regulate their emotions, develop independence, improve communication skills and engage successfully in learning. As a result, pupils experience reduced barriers to participation, improved wellbeing and increased access to all aspects of school life.	• Sensory and therapeutic spaces are established, fully resourced and accessible to pupils who require them. • Reasonable adjustments are evident across school environments and are implemented consistently by staff. • Pupils requiring sensory or regulation support demonstrate improved readiness for learning and increased engagement in lessons. • A reduction is seen in incidents of dysregulation, emotional distress and behaviour-related barriers to learning. • Pupils show increased independence in managing sensory and emotional regulation needs. • Pupils with SEND participate more successfully in classroom learning, social times and wider school activities. • Staff demonstrate increased confidence in identifying and meeting sensory and regulation needs through

	environmental adaptations and targeted support. • Parents and carers report positive impacts on their child's wellbeing, school experience and ability to access learning. • Occupational therapy recommendations are implemented effectively and reviewed regularly. • Monitoring shows improved attendance, engagement and participation for identified pupils.
Pupils with SEND, particularly those with sensory processing, communication and self-regulation needs, are able to access learning more successfully through improved environmental adaptations and targeted sensory support. Staff will have access to high-quality resources that enable early intervention, reduce barriers to learning and increase participation in mainstream classroom activities.	• A fully resourced sensory room and associated sensory regulation resources are established and being used effectively across the school. • Pupils identified as requiring sensory or emotional regulation support demonstrate improved readiness to learn, as evidenced through observations and intervention records. • Incidents of dysregulation, classroom withdrawal and behaviour-related disruptions decrease for identified pupils. • Attendance and engagement improve for pupils accessing sensory support provision. • Staff report increased confidence in supporting sensory and regulation needs through pupil voice, staff surveys and learning walks. • Pupils accessing sensory support demonstrate increased independence and successful participation in classroom learning and wider school activities. • Reasonable adjustments are evident across learning environments and are consistently implemented in line with pupils' identified needs.

	• SENCo monitoring, learning walks and provision reviews show that sensory and therapeutic resources are being used effectively and have a positive impact on pupil outcomes.
Pupils with complex SEND access an appropriately adapted curriculum within a specialist environment that meets their individual needs. As a result, pupils make strong progress from their starting points in communication, interaction, cognition and learning, emotional regulation, and independence, while developing a sense of belonging within the wider school community. Staff expertise and confidence in meeting complex needs are strengthened, resulting in improved provision and outcomes.	• The specialist base is fully operational and staffed with appropriately trained personnel. • All pupils placed within the provision have personalised learning pathways, clear outcomes and provision plans. • Pupils demonstrate measurable progress towards their individual SEND and EHCP outcomes. • Communication, interaction and independence skills improve for pupils accessing the specialist base. • Pupils show increased engagement in learning and reduced barriers to participation. • Where appropriate, pupils successfully access mainstream learning opportunities and wider school activities with appropriate support. • Staff demonstrate increased confidence and expertise in supporting pupils with complex SEND through specialist training and coaching. • Parents and carers report increased confidence that their child's needs are being met through provision reviews and parent feedback. • Attendance for pupils within the specialist base is maintained or improved. • Assessment, observation and progress-monitoring data demonstrate positive outcomes from starting points across all areas of need.

Review of the previous academic year

This is the first year of the Inclusion Strategy (2026–2027). A full evaluation of progress against the intended outcomes will be completed at the end of the 2026–27 academic year and will inform the review and refinement of the strategy for 2027–28. Evaluation will draw upon:

- Attainment, progress and provision review data for pupils with SEND and other vulnerable groups.
- Attendance, behaviour, suspension and exclusion data.
- SEND register trends, including levels and types of need.
- Pupil, parent/carers and staff feedback.
- Learning walks, lesson observations and other quality assurance activities to evaluate inclusive classroom practice.
- Participation in enrichment activities, educational visits and extra-curricular opportunities.
- Outcomes from SEND support plans, interventions, EHCP reviews and external agency involvement.

Success will be evidenced through improved pupil outcomes, increased participation and attendance, reduced barriers to learning, and positive feedback from pupils, families and staff.

Further information (optional)

At Park End Primary School, the selected priorities focus heavily on the Early Years Foundation Stage and Key Stage 1 because early identification and intervention are critical in improving long-term outcomes for children with SEND. The school is seeing an increasing number of pupils entering Reception and Key Stage 1 with complex communication, interaction, sensory, emotional and learning needs. Providing specialist support at the earliest stage of education enables barriers to learning to be identified and addressed before they become more entrenched, supporting children to develop the foundations they need for future success.

The development of inclusive environments, sensory and therapeutic provision, alongside a specialist Reception and KS1 base, will ensure that pupils can regulate their emotions, communicate effectively, develop independence and engage positively with learning from the start of their school journey. These skills underpin future academic achievement, attendance, wellbeing and participation in school life.

By investing in high-quality early provision and strengthening staff expertise, the school aims to ensure that children receive the right support at the right time, increasing their readiness for learning and reducing the need for more intensive intervention later in their education. This aligns with the school's vision of creating an inclusive environment where all pupils feel welcomed, valued and able to thrive within mainstream education.