Inclusion Strategy – Maids Moreton CE 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-£51,474) and the inclusive mainstream fund (IMF-£6790). Total: £58,264

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-2027
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	The School Governing Body

Statement of intent

Our school is committed to ensuring that every child and young person, regardless of their special educational needs or disability (SEND), has the opportunity to participate fully in school life, develop their confidence and independence, and achieve their potential. We recognise that pupils with additional needs can face barriers to learning, communication, social interaction, emotional wellbeing and participation, and we are seeking support from the SEN School Inclusion Fund to help us address these barriers in a meaningful and sustainable way.

- Our intention is to use the funding to strengthen inclusive provision within our school and ensure that pupils with SEND are able to access the curriculum and wider school experiences alongside their peers.

  We want to move beyond providing additional support when difficulties arise and instead develop an environment where reasonable adjustments, differentiated approaches, high quality adaptive teaching and inclusive practice are embedded throughout the school, engaging and supporting all learners.

  The funding will enable us to provide targeted resources, evidence based early interventions and opportunities that respond directly to the needs of our pupils. This may include specialist resources, communication and learning materials, staff training, structured academic interventions and activities designed to develop social

and emotional skills. We will prioritise resources that have a clear impact on pupils' ability to engage with learning, communicate effectively, regulate their emotions and participate confidently in the wider school community.

A key element of our approach will be ensuring that pupils with SEND, and their families, have a genuine sense of belonging. We want to create opportunities for all pupils to participate in enrichment activities, clubs, experiences, visits and other aspects of school life that they may otherwise find difficult to access. Where necessary, we will make appropriate adjustments to activities, environments and routines so that all pupils can participate alongside their peers.

We also recognise the importance of developing staff confidence and expertise. Funding will therefore support staff in developing their understanding of SEND and in using practical, evidence-informed strategies within the classroom. This will help ensure that the benefits of the funding extend beyond individual pupils and contribute to a consistent whole-school approach to inclusion. Partnerships with other agencies will be central to this aim.

The impact of the funding will be monitored through pupil voice, staff and parental feedback, observations, participation levels and relevant individual outcomes. We will use this information to identify what is working, adapt provision where necessary and ensure that the funding is making a tangible difference to pupils' experiences and outcomes.

Ultimately, our intention is to create a school where inclusion is not an additional provision but an integral part of our culture. We want every pupil and family to feel valued, understood and supported, with the confidence to participate, learn and succeed. Support from the SEN School Inclusion Fund will help us remove practical and emotional barriers, strengthen our inclusive practice and provide pupils with SEND with greater opportunities to thrive within our school community.

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	Pupils with long term and/or acute serious medical needs.
2	Pupils with speech and communication needs. [expressive language]
3	Pupils with Developmental Language Disorder [receptive language]
4	Pupils with dyslexia and those who find reading and writing challenging
5	Pupils with dyscalculia and those who find maths, number and calculation challenging.
6	Pupils with autism and PDA
7	Pupils with anxiety
8	Pupils with underdeveloped fine motor skills
9	Pupils with attendance below 90%

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)*
Support for pupils with medical needs to ensure they can full participate in all aspects of school life.	**Universal offer:** Staff allergy and anaphylaxis training. Staff First Aid Training. Staff managing medicines training **Targeted offer:** Continuously updated staff training pertinent to the needs of individuals. [e.g. diabetes training, epilepsy training] Creation of individual health care plans based on specific needs. Staff assigned to pupils for either all or specific sessions, lessons, activities, recreation and meal time to ensure they are safe and can fully access all aspects of school life. Staff provide medical care and work in loco parentis. Additional staff allocated to school visits to support specific pupils with medical needs.	 £216 £396 £83 Epilepsy-£90 Diabetes-£180 Office time £22,230 £324 **Total: £23,519**

Support for pupils with speech and communication needs. [expressive language]	**Universal offer:** Language rich environment. Children exposed to good adult role models of speech and language. Robust teaching of phonics sounds and reading. Oracy given a high priority. Pupils assessed on entry into EYFS on speech link. **Targeted offer:** Programmes implemented for specific pupils. [speech link]. Where possible, children are grouped but this is often not possible due to the varying needs and differing speech sounds requiring attention. Private specialist speech therapy provided for children with the most acute needs throughout the school. Teaching staff complete questionnaires and paperwork to support specialist assessments. Teachers attend advice clinics. Recommendations implemented in class. ADPR and SEN plans set based on pupil need. Close working relationship with parents to support pupils with their targets.	Staff time £135 £2052 £2160 Teacher time completing questionnaires and paperwork, attending advice clinics with specialists and implementing recommendations. Teacher time meeting with parents **Total cost: £4347**
Support for pupils with Developmental Language Disorder [receptive language]	**Universal offer:** Quality first teaching breaks down information into small chunks, and simplifies tasks and instructions to	Staff time

	support these pupils. Visual aids and other resources help aid their understanding.	
	Language rich environment with new language explicitly taught and modelled.	Staff time
	Knowledge organisers used throughout the school to help pupils make sense of new vocabulary and terminology.	Staff time
	Pupils assessed on entry into EYFS on language link.	£135
	Targeted offer:	
	Programmes implemented for specific pupils.	£1026
	Teaching staff complete questionnaires and paperwork to support specialist assessments. Teachers attend advice clinics. Recommendations implemented in class.	Teacher time completing questionnaires and paperwork, attending advice clinics with specialists and implementing recommendations
	Children supported either individually or in small groups to develop their receptive language skills, e.g pre teach vocabulary groups in KS2, listening group EYFS, sound and memory group in KS1.	£1140.
	ADPR and SEN plans set based on pupil need. Close working relationship with parents to support pupils with their targets.	Teacher time meeting with parents.
		Total: £2301

Support for pupils with dyslexia and those who find reading and writing challenging.	**Universal offer:** Reading and writing is prioritised across the curriculum. Systematic synthetic phonics is taught in small groups, tailored to the needs of the pupils to accelerate progress. Additional trained staff allocated. Guided reading taught in small groups in KS1, tailored to the needs of the pupils, to accelerate progress. Additional trained staff allocated. Whole class texts in KS2 enable children to access high quality reading material and develop a deeper understanding. Talking tins, word banks, spelling aids The vibrant, well equipped library gives children access to a wide range of enticing fiction and non fiction suitably signposted to their reading ability and maturity. The whole school reading scheme gives children access to high quality books to support their reading. Quality first teaching and a dyslexia friendly approach supports pupils to reach their potential in class. Staff training on dyslexia **Targeted offer:** Children supported either individually or in small group interventions to address their areas of need, e.g. priority 1-1 reading, attending pre-read reading groups in KS2, phonics and key word interventions in KS1 and EYFS, writing and SPAG interventions across the school	Staff time £5130 £2052 Staff time Staff time £108 £4104

	Advice sought from specialists and implemented by staff in school. Staff complete questionnaires and paperwork to support specialist assessments. ADPR and SEN plans set based on pupil need. Close working relationship with parents to support pupils with their targets.	Teacher time completing questionnaires and paperwork, attending advice clinics with specialists and implementing recommendations Teacher time meeting with parents. **Total: £11394**
Support for pupils with dyslcalculia and those who find maths, number and calculation challenging.	**Universal offer:** Children split into individual year groups for the teaching of maths to tailor to the needs of the pupils. [15 per group] Maths skills prioritised across the curriculum. Quality first teaching and a dyscalculia friendly approach supports pupils to reach their potential in class. Practical hands on resources **Targeted offer:** Children supported in small group interventions to address their areas of need, e.g. maths mop up groups, number groups, maths calculation groups, maths reasoning groups. Staff complete questionnaires and paperwork to support specialist assessments. Advice sought from specialists and implemented by staff in school.	£10,260 Staff time Staff time £2850. Teacher time completing questionnaires and paperwork, attending advice clinics with specialists and implementing recommendations

	ADPR and SEN plans set based on pupil need. Close working relationship with parents to support pupils with their targets.	Teacher time meeting with parents. **Total: £13,110**
Support for pupils with autism and PDA.	**Universal offer:** Quality first teaching and adaptations to the learning and wider environment supports pupils to remain regulated, safe and secure in class and during recreation time. Whole school autism staff training Visual timetables, now/next board movement breaks **Targeted offer:** Children supported either individually or in small group interventions to address their areas of need, e.g. social skills groups, nurture groups, social stories. Time spent with children who have become dysregulated. Staff complete questionnaires and paperwork to support specialist assessments. Advice sought from specialists and implemented by staff in school. ADPR and SEN plans set based on pupil need. Close working relationship with parents to support pupils with their targets.	Staff time £216 £1326 Teacher time completing questionnaires and paperwork, attending advice clinics with specialists and implementing recommendations Teacher time meeting with parents. **Total: £1542**
Support for pupils with anxiety	**Universal offer:** Small, caring and nurturing environment where all children are known to all staff and any changes in	

	children are swiftly identified and pastoral support provided. Quality first teaching and adaptations to the learning and wider environment support pupils to feel safe and comfortable in school. Visual timetables, now/next board movement breaks **Targeted offer:** Children supported either individually or in small group interventions to address their areas of need, e.g. sliding in sessions for children with situational mutism, nurture groups and social skills groups. Staff training for specific needs. Staff complete questionnaires and paperwork to support specialist assessments. Advice sought from specialists and implemented by staff in school. ADPR and SEN plans set based on pupil need. Close working relationship with parents to support pupils with their targets.	£912.00. £360 Teacher time completing questionnaires and paperwork, attending advice clinics with specialists and implementing recommendations Teacher time meeting with parents. **Total: £1272**
Support for pupils with weak fine motor skills.	**Universal offer:** Whole school handwriting programme of study implemented. Explicit handwriting lessons taught on a weekly basis. Consistency of handwriting promoted across all written work. Children in EYFS and KS1 receive fine motor provision to build and strengthen their fine motor skills.	

	Targeted offer: Children supported either individually or in small group interventions to address their areas of need, e.g. fine motor groups in EYFS, handwriting interventions in KS1 and KS2.	£1368 **Total: £1368**
Support for pupils with attendance below 90% who fall into the persistent absentee category.	**Universal offer:** Regular and robust attendance monitoring Clear expectations and procedures in place to promote good attendance which are shared with parents. **Targeted offer:** Tailored support for families and children to help overcome barriers to attendance e.g. providing practical support to enable children to attend school regularly, e.g. picking children up in walking distance, facilitating personalised drop off arrangements Working with other partners and agencies, such as Early Help, to support families where attendance is a concern.	Staff time Staff time Staff time Staff time
Total cost: £58,853		

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
To support pupils with medical needs to ensure they can full participate in all aspects of school life.	Pupils with medical conditions face no barriers to full inclusion in all aspects of school life. [pupil and parental feedback]
To support pupils with speech and communication needs to produce accurate speech sounds and communicate clearly with others.	Pupils identified make good progress and are able to communicate clearly with their peers and staff due to regular intervention. [speech link assessments, observations by staff]
To support pupils with Developmental Language Disorder to better understand language and improve their receptive language skills.	Pupils identified make good progress and are better able understand language and demonstrate improved receptive language skills. [language link assessments, observations by staff]
To ensure pupils with dyslexia to reach their potential in reading and writing. To ensure those pupils who find reading and writing challenging, make good or better progress from their starting point.	Pupils with dyslexia reach their potential in reading and writing. [pupil data] Pupils who find reading and writing challenging, make good or better progress from their starting point. [pupil data and subject monitoring]
To ensure pupils with dyscalculia and those who find maths, number and calculation challenging, make good or better progress from their starting point.	Pupils with dyscalculia and those who find maths, number and calculation challenging, make good or better progress from their starting point. [pupil data and subject monitoring]
To ensure pupils with autism feel comfortable, safe and secure in order to thrive in the school environment.	Pupils with autism feel safe, comfortable and secure in the school environment. [pupil and parental feedback, observations by staff].
To ensure pupils with anxiety feel comfortable, safe and secure in order to thrive in the school environment.	Pupils with anxiety feel safe, comfortable and secure in the school environment. [pupil and parental feedback, observations by staff].
To ensure pupils with weak fine motor skills make good or better progress from their starting points.	Pupils with fine motor skills make good or better progress from their starting points. [pupil data and subject monitoring]

To ensure persistent absenteeism remains minimal and that any children in this category, make termly improvements.	Persistent absenteeism remains minimal and any children in this category, make termly improvements. [attendance monitoring]

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.*