

Inclusion Strategy – Calmore Junior 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	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Cathy Ingram

Statement of intent

Statement of intent

At Calmore Junior School, we are committed to ensuring that every child is able to access an ambitious, inclusive and engaging education, regardless of their individual needs, starting points or circumstances. Our aim is that pupils with SEND and other additional needs are fully included in school life, make strong progress, develop independence and feel that they belong.

Our inclusion strategy uses our core school budget, including the notional SEN budget, alongside the Inclusive Mainstream Fund (IMF), to strengthen our universal provision and provide targeted support where appropriate. We recognise that inclusion is the responsibility of the whole school community and is embedded within high-quality teaching, pastoral support, curriculum planning and relationships.

Our strategy reflects the seven principles of inclusion by promoting a sense of belonging, removing barriers to participation, providing appropriate support, maintaining high expectations, valuing pupil voice, working in partnership with families and continually evaluating the effectiveness of our provision.

During 2026–2027 we will particularly focus on strengthening inclusive classroom practice, developing staff confidence in meeting a range of additional needs, improving access to learning and communication, and supporting pupils' emotional wellbeing, engagement and independence.

We will work closely with pupils, parents and carers, staff and external professionals to identify barriers early and agree appropriate responses. Pupil and family views will inform decisions about support, and provision will be reviewed regularly using assessment information, attendance, engagement, behaviour, pupil voice and progress data.

Our ultimate objective is for all pupils to participate successfully in school life and achieve their potential within an inclusive mainstream environment.

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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Communication, language and literacy needs: Many pupils require additional support to understand instructions, develop vocabulary, process information and communicate their ideas effectively. These needs can affect access to the wider curriculum and independent learning. This is a whole school barrier.
2	Emotional wellbeing, regulation and readiness to learn: Some pupils experience difficulties with emotional regulation, anxiety, attention, resilience or adapting to changes in routine. This can affect engagement, relationships, attendance and participation in learning.
3	Access to learning and curriculum adaptations: A range of pupils require reasonable adjustments, differentiated resources, visual supports, assistive approaches or adapted teaching to access the curriculum successfully.
4	Independence, organisation and executive functioning: Some pupils need support with planning, organisation, working memory, task initiation, transitions and developing independent learning behaviours.

5

Staff confidence and consistency: The increasing diversity and complexity of pupil needs means that staff require ongoing professional development and shared approaches to ensure that inclusive practice is consistent across classrooms and year groups.

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 <i>(noting evidence and barrier numbers addressed)</i>	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>
Whole-school staff training and coaching on inclusive classroom practice , including SEND-friendly teaching, adaptive teaching, scaffolding, communication needs and supporting regulation. Addresses barriers 1, 2, 3, 4 and 5 .	universal	£2000
Development of an inclusive learning resources bank , including visual timetables, communication resources, sensory/regulation resources, adapted curriculum materials and practical classroom resources. And regulate to educate resources. Addresses barriers 1, 2 and 3 .	Universal	£1500
Targeted handwriting intervention , including small-group support for pupils requiring additional development in language, vocabulary, reading comprehension and written communication. Addresses barrier 4.	Targeted	£2000

Emotional wellbeing and regulation provision , including staff-led targeted interventions, regulation resources, structured check-ins and development of calm/regulation spaces. Addresses barrier 2 .	both	£1500
Independence and executive-functioning support , including visual organisation systems, task-planning resources, transition support and targeted interventions to develop independence. Addresses barrier 4 .	both	£1000
Pupil and parent/carers inclusion work , including pupil voice activities, family engagement and resources to support consistency between home and school. Addresses barriers 2, 3 and 4 .	universal	£500
Monitoring and evaluation of inclusive provision , including staff review time, pupil voice, assessment analysis and evaluation of interventions to ensure resources are directed towards identified need. Addresses all barriers .	universal	£500
Contingency for emerging inclusion needs and reasonable adjustments identified during the academic year. Addresses all barriers as required	both	£1000

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 SEND and additional needs access a more consistently inclusive curriculum.	Classroom observations and monitoring show increased use of adaptive teaching, scaffolding, visual support and reasonable adjustments. Pupils report that they can access and understand their learning.
2. Improved communication and literacy access for pupils requiring additional support.	Targeted pupils demonstrate measurable progress against individual intervention outcomes and/or school assessment measures. Staff report increased confidence in supporting communication and literacy needs.
3. Improved emotional regulation, engagement and readiness to learn.	Reduced frequency/duration of learning disruption linked to dysregulation for identified pupils; improved pupil engagement and increased use of agreed regulation strategies.
4. Increased independence and participation.	Identified pupils increasingly initiate tasks, manage transitions, organise equipment and use support strategies with reduced adult prompting.
5. Increased staff confidence and consistency in inclusive practice.	Staff training is completed and staff feedback demonstrates improved knowledge and confidence. Monitoring shows greater consistency in inclusive approaches across classrooms.
6. Pupils and families feel included, listened to and involved.	Pupil voice and parent/carer feedback demonstrate that pupils with additional needs feel a strong sense of belonging and that families understand how their child's needs are being supported.
7. Inclusion funding has a measurable impact on participation and progress.	Provision is reviewed termly using attendance, engagement, behaviour, assessment, pupil voice and intervention data. Funding is adjusted where evidence indicates that an approach is not having sufficient impact.

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.

Review of the previous academic year

As this is the **2026–2027 Inclusion Strategy**, the previous academic year's strategy will be reviewed at the end of the year and findings incorporated into the next strategy.

The review will consider the impact of inclusive approaches on:

- pupil progress and attainment;
- attendance and punctuality;
- engagement and participation in learning;
- behaviour and emotional regulation;
- access to the curriculum and wider school activities;
- pupil independence;
- pupils' sense of belonging;
- parent/carers feedback;
- staff confidence and consistency;
- the effectiveness and value for money of targeted interventions.

Evidence will be drawn from formative and summative assessment, intervention records, attendance information, behaviour and engagement data, pupil voice, parent/carers feedback, staff feedback, learning walks and provision monitoring.

The school will identify which approaches have had the greatest positive impact and which require adaptation or further development. This evaluation will directly inform the priorities and allocation of funding within the subsequent Inclusion Strategy.

Further information

Calmore Junior School recognises that effective inclusion is an ongoing process rather than a fixed programme of provision. The school will therefore respond flexibly to

emerging needs during the academic year while maintaining high expectations for all pupils.

The £10,000 allocation will be used to strengthen the school's inclusive core offer as well as provide targeted support where evidence identifies a specific need. Individual pupils will continue to receive provision according to their assessed needs and in line with the school's SEND policy and graduated approach of **assess, plan, do and review**.

The strategy will be reviewed throughout the year by school leaders and the SEND/inclusion team, with formal evaluation undertaken at the end of the academic year.

Permitted use of funding

The inclusive mainstream fund should be used to equip schools to plan, prepare and embed evidence-informed approaches and activities to build an inclusive core offer for children and young people with special educational needs and disabilities (SEND). This should be used to identify and meet commonly occurring, predictable needs within their cohorts and take meaningful steps to become inclusive by design.

We recommend that schools allocate funding across the following 7 themes of activity to help deliver evidence-informed inclusive practice to children and young people. The 7 areas are:

- ambitious leadership and governance that embeds inclusion in planning – this includes a continuous consideration of learning and development needs within schools' cohorts, data collection and peer review to deliver high standards for all children and young people
- evidence-based support prioritising early intervention, so children and young people with SEND can access effective targeted provision at the right time
- high-quality teaching with curriculum designed for all learners, with teaching and support staff trained, supported and effectively deployed to address a diverse range of needs
- accessible and enriching provision beyond the classroom which provides all children with opportunities to support their personal development, build their independence and prepare for adulthood
- a safe and respectful culture fostering belonging and attendance – approaches may include practice and policies supporting attendance or behaviour ambitions and upskilling of staff by alternative provision specialists

- strong partnerships with families and wider services to support children and young people, particularly through transitions – activities may include sharing expertise and resource across settings, extra staff time to aid transitions, and outward engagement with families to support wellbeing and attendance
- inclusive environments with continued improvements to accessibility, creating more supportive learning experiences – classrooms should be designed to support learning, minimise distraction, and meet a range of sensory and regulatory needs

How schools invest their funding will vary based on the needs of their cohort and what is required to embed inclusion and remove commonly occurring, predictable barriers to learning.

Alongside schools' core funding allocations, the inclusive mainstream fund supports the transition towards a reformed SEND system, in line with the proposals set out in [SEND reform: putting children and young people first \(HTML version\)](#). The inclusive mainstream fund for schools is not a personal budget for individual pupils. It is for schools to decide how to allocate their total school funding allocation, after assessing the needs of their overall cohort and the evidence-based activities and approaches that will be effective in their context.