

Inclusion Strategy

Inclusion Strategy – Larkholme 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	Sept 2026
Date on which it will be reviewed	Sept 2027
Statement authorised by	Headteacher- Claire Gilmour CoG- Debbie Atkinson

Statement of intent

At Larkholme Primary School, we are committed to ensuring that every child feels valued, belongs within our school community and can access high-quality learning regardless of need, background or barrier to learning. Our inclusive approach is underpinned by our core values of Respect, Responsibility and Resilience and aligns closely with our Behaviour Policy, which promotes self-regulation, positive relationships and individualised support.

Our strategy prioritises the development of a strong universal offer that meets the needs of the vast majority of learners through adaptive teaching, trauma-informed practice, effective behaviour support and an inclusive learning environment. Where pupils require additional support, targeted interventions and specialist services are used to ensure that barriers to learning are addressed early and effectively.

The strategy has been developed using evidence-informed practice, including the Education Endowment Foundation's implementation guidance, which emphasises ongoing reflection, adaptation, engagement and sustainable implementation. We work closely with pupils, families, staff, governors and external agencies to ensure inclusion remains at the heart of all decision-making and school improvement priorities.

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	Social, Emotional and Mental Health (SEMH) needs, including emotional regulation, anxiety, attachment needs and behaviour that may present as a barrier to learning and participation.
2	Speech, Language and Communication Needs (SLCN), including difficulties understanding and using language effectively within learning and social situations.

3.	Sensory and physical needs that impact participation, engagement and access to learning environments.
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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>
Consistent adaptive teaching across school including scaffolds, memory aids, concrete-pictorial-abstract approaches, visual prompts, adapted questioning, flexible grouping, repetition and planned fading of support (Barriers 2,3) - CPD - Monitoring - Widget - Curriculum subscriptions	Universal	£4500
Development of trauma-informed practice through Oxford Brain Story implementation, shared language around regulation, reflective practice and staff training (Barrier 1) - CPD	Universal	£3160
Provision of sensory regulation supports including safe spaces, regulation areas, sensory equipment,	Universal	£800

movement and physical breaks (Barriers 1) - Sensory Awareness training - Sensory equipment		
Team Teach training and implementation of consistent de-escalation approaches aligned with the Behaviour Policy (Barrier 1) -Team Teach training	Universal	£3000
Development of pupil passports to identify strengths, needs, adjustments and successful strategies (Barriers 1-3) -Time with SENDCo	Targeted	£3100
Targeted SEMH interventions delivered by pastoral and support staff, including emotional regulation and social skills groups (Barrier 1) - Stepping Stones - Boxhall Profile Online (£475) - Play Therapy	Universal Targeted	£700
Specialist furniture, adaptive resources and environmental adjustments to support access and engagement (Barriers 1-3) - Reduce stimulation around school - Link to sensory awareness -	Targeted	£0
Speech and language, occupational therapy and cognition-focused interventions based on identified needs (Barriers 2,3) -Pre teach of vocab -Adapted word mats using Widget -CPD for all staff	Universal Targeted	£600

- <i>SALT program</i> - <i>Welcomm</i>		
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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
Pupils with SEND and additional needs access learning successfully within an inclusive school environment.	Learning walks, pupil voice and monitoring demonstrate consistent use of adaptive teaching strategies in all classrooms. Pupils with SEND will make expected progress.
Improved emotional regulation and wellbeing for pupils requiring SEMH support.	Reduction in behaviour incidents, increased engagement and positive pupil wellbeing measures.
Early identification and targeted support ensure needs are addressed effectively.	Pupil passports inc meeting with parents, termly provision maps with staff and review meetings demonstrate timely intervention and impact.
Improved access for pupils with sensory, physical and communication needs.	Pupils participate fully in lessons, enrichment opportunities and wider school life. Pupils will make expected progress.

Review of the previous academic year

Further information (optional)

This Inclusion Strategy should be read alongside the school's Behaviour Policy. Our approach recognises that behaviour communicates need and that positive behaviour support is most effective when underpinned by understanding, relationship-based practice and appropriate adjustments. The Behaviour Policy promotes:

- Self-regulation through classroom regulation areas, calm spaces and reflection opportunities.
- Use of pupil passports to identify and implement effective support strategies.
- Trauma-informed approaches informed by Oxford Brain Story principles.

- Restorative and reflective practices.
- Consistent de-escalation techniques.
- Team Teach principles, where any restrictive intervention is used only as a last resort and in line with statutory guidance.
- Partnership working with families and external agencies to support positive outcomes.

Secured additional funding:

- Fitted acoustic panelling in the hall, corridors and hubs to reduce reverberations

Through this joined-up approach, Larkholme Primary School aims to ensure that every child experiences a sense of belonging, safety, achievement and success.