

Inclusion Strategy – Cranwell 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).

Purpose

The inclusive mainstream fund aims to support the transition towards a reformed education system that is inclusive by design, in line with SEND reform: '[Putting Children and Young People First](#)'.

The inclusive mainstream fund aims to help equip schools to improve the inclusivity of their universal practice and embed inclusion and remove commonly occurring and predictable barriers to learning.

This includes:

- investing in high quality, adaptive teaching
- inclusive pedagogy and decision-making
- creating safe, calm and accessible learning environments

Schools may spend this funding on developing more targeted evidence-based support, such as specific group interventions for those that need them.

There is a clear overarching aim through this funding to improve outcomes across children's attainment and wellbeing, whilst increasing parental trust and confidence in the education system. The DfE recommends that schools allocate funding across 7 themes of activity to help deliver evidence-informed inclusive practice to children and young people.

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.

Schools should 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

Adapability

Our funding strategy may vary based on the needs of our cohort and what is required to embed our inclusion strategy.

Funding is prioritised to ensure that staffing, provision and resources are aligned with the most significant areas of need identified within the cohort. A substantial proportion of funding is allocated to staffing, enabling high-quality support within classrooms and specialist provision for pupils with more complex needs.

Decisions regarding the allocation of funding are informed by a robust analysis of cohort needs, including assessment data, SEND profiles, attendance patterns and wider contextual information. This ensures that resources are directed towards approaches that are most likely to have a positive impact on pupil outcomes.

Our School has been allocated £12,959.00 for the Academic Year 2026-27

Area of Inclusion	Strategic Development Priorities	Funding Allocation
Ambitious Leadership and Governance	• Data and Tracking Tools: Allocate funds to consider software subscriptions (tracking platform for specialised data analysis, i.e. 'Insight') to monitor cohort attainment and their needs, and evaluate intervention impact. • Embed more regular assessment review cycles linked to cohort needs, identifying key patterns and reviewing provision. • Provide opportunities for shadowing and support one another to ensure all children in school are able to close the gaps in learning they may have. • Senior leaders and governors monitor learning to ensure inclusion strategies are implemented into the classroom following the Schools Teaching and Learning Policy and evaluate strategic inclusion plans. • Ensure new SENCO is provided with further opportunities to evolve new SENCO role. • Securing specialist advice to consider the needs of individuals at school. • Use local networking leadership group to consider future improvements in inclusion and benchmark with other schools.	£6000
Early Intervention and Evidence-Based support	• Continue with early identification of need for new children who start in school in Foundation Stage and ensuring assessments take place within 2 days of arrival for children arriving at other points. • Strengthen support staff knowledge and competence with our teaching and learning policy and training with different areas of need, particularly speech and language. • support nurture provision for emerging SEMH needs. • SMILES or ELSA (or other alternative provision) may be utilised by the SEND TA	£2500
High-Quality Teaching and Curriculum	• Embed consistency of teaching and learning policy, particularly in adaptive teaching across all curriculums • Further develop metacognitive approaches to develop independence and perseverance • Provide protected, timetabled time for teachers to collaborate with assessment leads and SENCO on Pupil Progress Meetings (PPM) to ensure adaptive curriculum delivery and materials are appropriate. • SENCO actions information from PPM to inform SEN inclusion register and to monitor SEND provision in a timely, appropriate way, in accordance with the SEND Journey.	£1500
Enrichment and Wider Opportunities	• Provide additional opportunities in school for children in the Hub to interact with their chronological year group peers, in inclusive, accessible enrichment. • Increase participation of children with SEND in Peripatetic Music teaching opportunities and out of school events (i.e. sport/choir). • Curriculum cover for Subject leads to further develop inclusion in all subjects	£459
Culture, belonging and attendance	• To continue to upskill all staff in relational and belonging approaches. • Monitor in depth attendance for children with SEND and disadvantaged children, ensuring strategies to improve attendance are utilised. • Increase staff awareness of the impact strong positive relationships have on children's experience at school.	£500
Partnerships with Families and Services	• Increase parental engagement on the SEND Journey, through increased parental engagements in SEND meetings with class teachers to improve coproduction. • Enhance communication opportunities for class teachers with parents and wider agencies • Increase staff knowledge of wider agencies to ensure support can be gained more efficiently • Family Engagement Events: Increase level of drop-in workshops, parent-carer coffee mornings, or translation services to build trusting outward communication regarding the SEND Journey.	£1000
Inclusive Environments	• Further develop Hub and Nurture room and further train staff members to develop opportunities for children with SEMH to make progress • Ensure all classrooms across school show consistency in inclusive environments following the School Teaching and Learning policy. • Ensure classroom adaptations are available to support children through their SEND Journey including phased transitions.	£1000