Mill Lane Primary School

Inclusion Strategy

Adopted November 2026

Review November 2027

This statement details Mill Lane Primary 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
Mainstream Inclusion Fund Grant	£12 586
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Full Governing Body

Statement of intent

Our school vision: *"Staff and Governors will provide pupils with the knowledge, skills and understanding that will prepare them to play a full and active part in society; for all children to be healthy, safe, engaged, supported and challenged and to promote the long-term development and success of all. We will achieve our vision by "learning through hard work, friendship and fun".*

The school vision applies to all children equally – we want ALL our children to achieve their full potential.

Through effective leadership and governance, we aim to support all pupils and ensure that any additional needs are identified early so that the most appropriate provision can be put in place; we aim to start narrowing any gaps as soon as possible.

Wave one teaching is inclusive and high quality ensuring that all pupils feel like they belong and can succeed. Practices we develop in our internal provision (The Learning Den) are shared with all classes so that practice can be consistently supportive throughout school.

Timely intervention and support for families with both attendance and punctuality ensures that pupils with SEND attend well and make the most of their education.

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	Increasing number of pupils with very limited experiences beyond home and school
2	Increasing numbers of pupils presenting with high level and complex SEND needs
3	Increasing number of children entering nursery and reception with poor language skills that limit learning beyond those two classes

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)*
Increase the number of opportunities offered to children in and after school ensuring all SEND pupils have chance to participate	Universal and targeted	£4700
Subsidise school trips and experiences to enable all children to participate –	Universal and targeted	

subsidies may vary depending upon family circumstances		
Run after school clubs that are free or low cost eg £2	Universal	£2 700 minimum
Continue to run and expand The Learning Den to a dual classroom model to better meet the needs of all children	Targeted	£44 000
Extend the strategies used within The Learning Den to the classroom so that SEND pupils from The Learning Den can spend increasing amounts of time in class	Targeted and universal	£450
Work with external agency on a speech and language project to identify need across school and embed to meet needs of all learners	Targeted and universal	No cost currently

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
All pupils will participate in activities beyond the curriculum either within or outside of the school day and have experiences which they can talk about.	Registers will show all pupils have accessed extra-curricular activities
No child will be unable to participate in an activity due to financial hardship	All pupils will attend all educational visits and residentials (if they wish)
All pupils will have access to affordable after school clubs	Only capacity will prevent pupils accessing clubs
Pupils who need smaller class sizes and higher adult to pupil ratio can access this if needed and build confidence and skills	Early identification of need will lead to pupils accessing learning in The Learning Dens
Pupils who have been based in The Learning Den will, over time, increase the amount of time they spend in their peer class.	Pupils will spend an increasing amount of time in their base class over the year

Pupils will be assessed against the following areas and provision put in place to meet need Phonology: hear and use sounds to build words Vocabulary: to know and use a wide variety of words Grammar: use words in the correct order and apply accurate word endings. Narrative: connect thoughts together to tell a story or explain an event. Working Memory: hold onto spoken information while processing it. Processing Speed: The amount of time the brain needs to take in information, understand it, and prepare a response. Social Communications: The ability to use language effectively to interact with others and navigate unwritten social rules. Emotional Regulation: The capacity to recognize, manage, and cope with big feelings and everyday frustrations.	A register of need will be developed Universal strategies will be identified and all staff trained so that strategies are in place Pupils will develop improvements at reassessment in all areas

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.*

Further information (optional)

Use this space to provide any additional information you think necessary to help others understand your strategy.