Inclusion Strategy 2026

Inclusion Strategy – Richard Durning's 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	Sept 2026 – July 2027
Date this statement was published	20/09/26
Date on which it will be reviewed	Sept 2027
Statement authorised by	R Whitfield

Statement of intent

Richard Durning's Endowed Primary School is committed to being an inclusive school where every child feels they belong, is valued, and can achieve their full potential. Through high-quality adaptive teaching, early identification of need, strong partnerships with families, and an inclusive learning environment, we aim to remove barriers to learning and participation for all pupils, particularly those with SEND and other vulnerabilities. Our inclusion strategy promotes attendance, wellbeing, engagement and achievement while ensuring every child can access the full life of the school and 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	Speech and Language in Early Years
2	SEMH in KS2
3	Several children with complex needs
4	Cognition and Learning needs a trend

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)*
NELI	Universal	Free – funding granted from DfE
Confident Me programme	Universal	Cost of resources
SEMH Interventions	Universal	2 extra hours a week for 2 members of support staff (approx. £3000 a year)
Lego Therapy	Universal	£250 for Lego sets
Forest School	Universal	£1000 over the year for sessions
'School Jobs'	Universal	
IDL	Universal	£350 subscription
Extra-Curricular/Enrichment Clubs	Universal	Buy in to WLSP events package £800
SEND Sporting Events	Universal	As above
Dyslexia Screeners (GL Assessment)	Targeted	£400 subscription
Playground Leaders	Universal	£250 cost of training form WLSP

OT	Targeted	£2000 over the year plus extras when needed
Specialist Teacher	Targeted	£250 a session
Elm Tree Outreach	Targeted	Free
SEND Therapy Services	Targeted	£300-£1000
Educational Therapist	Targeted	£500 basic
Sensory Therapy Activities (In Rainbow Room)	Universal	£250 equipment
Zones of Regulation	Universal	Cost of resources and training £200
EBSA Services	Targeted	Free
Educational Psychotherapy	Targeted	£600 basic
SEND Advisor (LASI)	Universal	£300
SEND CPD for all staff	Universal	Various costs throughout the year
Cost of AP	Targeted	Various costs throughout the year

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 identified social, emotional and mental health (SEMH) needs are increasingly able to recognise, manage and communicate their emotions, enabling them to access learning successfully and participate positively in school life.	Pupils identified as requiring emotional regulation support demonstrate measurable improvements in self-regulation skills. The number of emotional regulation incidents requiring adult intervention reduces over time. Pupils can identify and use a range of appropriate regulation strategies independently. Attendance and engagement in learning improve for targeted pupils.

	Pupil voice demonstrates increased feelings of safety, belonging and wellbeing in school. Staff report increased confidence in supporting pupils' emotional regulation needs.
Pupils with speech, language and communication needs (SLCN) make strong progress in their communication skills, enabling them to access the curriculum, develop positive relationships and achieve their potential.	Identified pupils make expected or better-than-expected progress towards individual speech and language targets. Increased use of vocabulary and subject-specific language is evident across the curriculum. Pupils demonstrate improved confidence when speaking, listening and participating in class discussions. Staff consistently use agreed communication-friendly strategies and adaptations. Referrals, interventions and recommendations from Speech and Language Therapy are implemented effectively. Pupil voice and classroom observations demonstrate improved communication, participation and engagement.
Pupils with the highest levels of need, including those receiving High Needs Funding, make strong progress from their individual starting points and are able to access learning, participate in school life and achieve their personalised outcomes.	School staff demonstrate a secure understanding of the Local Offer and available support services. Appropriate referrals to external agencies are made in a timely manner and are supported by high-quality evidence. Recommendations from external professionals are implemented consistently and reviewed for impact. Pupils receive the specialist support they need to make progress academically, socially and emotionally. Strong collaborative relationships are established with families, external agencies and support services. Waiting times and delays in accessing support are minimised through proactive identification and referral processes.

	Parents report feeling well supported and informed throughout referral and intervention processes. School leaders can demonstrate effective engagement with a range of local services to support pupils with additional needs. Parents report confidence in the support their child receives and feel involved in planning and reviewing provision. Monitoring demonstrates that interventions and support programmes are having a positive impact on outcomes.
All staff have the knowledge, skills and confidence required to identify, support and adapt provision effectively for pupils with SEND.	School staff demonstrate a secure understanding of the Local Offer and available support services. Appropriate referrals to external agencies are made in a timely manner and are supported by high-quality evidence. Recommendations from external professionals are implemented consistently and reviewed for impact. Pupils receive the specialist support they need to make progress academically, socially and emotionally. Strong collaborative relationships are established with families, external agencies and support services. Waiting times and delays in accessing support are minimised through proactive identification and referral processes. Parents report feeling well supported and informed throughout referral and intervention processes. School leaders can demonstrate effective engagement with a range of local services to support pupils with additional needs.
Pupils with SEND and emerging additional needs access timely and appropriate support through the Local Offer and external agencies, ensuring barriers to	School staff demonstrate a secure understanding of the Local Offer and available support services.

learning are identified and addressed as early as possible.	Appropriate referrals to external agencies are made in a timely manner and are supported by high-quality evidence. Recommendations from external professionals are implemented consistently and reviewed for impact. Pupils receive the specialist support they need to make progress academically, socially and emotionally. Strong collaborative relationships are established with families, external agencies and support services. Waiting times and delays in accessing support are minimised through proactive identification and referral processes. Parents report feeling well supported and informed throughout referral and intervention processes. School leaders can demonstrate effective engagement with a range of local services to support pupils with additional needs.
Pupils with SEND achieve well from their individual starting points and, where appropriate, attain in line with age-related expectations through the effective identification and removal of barriers to learning.	Pupils with SEND make good progress across the curriculum from their individual starting points. The attainment gap between pupils with SEND and their peers is reduced where appropriate. Increasing numbers of pupils with SEND achieve age-related expectations in reading, writing and mathematics. Barriers to learning are identified promptly and appropriate support, adaptations and interventions are implemented. Adaptive teaching strategies are consistently evident in all classrooms. Pupils with SEND demonstrate high levels of engagement, participation and independence in learning. Provision plans and support strategies are regularly reviewed and adjusted to maximise pupil progress.

	Parents report that their children are well supported and able to succeed in school.

Review of the previous academic year

N/A

Further information (optional)