Inclusion Strategy – Common Road Infant and Nursery 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	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Janie Theaker

Statement of intent

Our whole-school inclusion strategy is underpinned by the belief that every pupil, including those with additional needs and SEND, has the right to feel valued, belong, and achieve their full potential within an inclusive learning community. Our ultimate objective is to remove barriers to learning, participation, and achievement by creating a culture where high expectations, equity, and personalised support enable all pupils to thrive academically, socially, and emotionally. The strategy achieves this through a graduated, needs-led approach that prioritises early identification, high-quality teaching, targeted interventions, effective collaboration, and continuous evaluation of outcomes. It is aligned with the seven principles of inclusion by promoting a shared vision, inclusive leadership, pupil-centred practice, high-quality teaching, collaborative working, meaningful use of evidence, and ongoing professional development to build staff confidence and expertise. Families, pupils, governors, and the wider school community have played an integral role in shaping the strategy through consultation, regular communication, feedback opportunities, and partnership working with external agencies, ensuring that the strategy reflects the needs, aspirations, and lived experiences of the community it serves.

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 numbers of children are presenting with low level SEMH needs that require early identification and bespoke support to enable children to develop personally and socially and improve regulation.
2	Delayed communication, speech and language on arrival. Children are starting their education in nursery/reception with communication and language development far lower than their national peers.
3	Complicating factors including social care and local poverty. There are a number of pupil premium pupils who have additional complicating factors including social care involvement and poverty in the home. Our school is 108 of 113 schools (1st = least deprived) in the Wakefield District with 87% of families living in index 1,2 (most deprived) on the IDACI indicator. Early literacy especially reading skills are an effective way to address this disadvantage.
4	SEND complexity and staff knowledge/resources and impact on academic progress. The school has a growing number of complex SEND cases in school. School have had to develop alternative provision to meet the needs of our children who may have in previous years been placed in specialist provision.

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)* **Allocation IMF £10,575** **EYIF £3,232** **Allocation £13,807** **Total spent £13,490**
Provide ELSA training for identified member of staff *Barrier 1*	Targeted	£900 initial training £400 supervision annually £1300 total
Provide ringfenced time for ELSA support to be delivered *Barrier 1*	Targeted	£20x10x39 = £7,800 Cover costs for supervision £40x6 = £240
Provide bespoke resources to support the ELSA programme *Barrier 1*	Targeted	£2000
Specialist SEND programmes – Tac Pac *Barrier 4*	Targeted	£150
Screening using language screen to identify barriers to communication that fall below SALT threshold *Barrier 2*	Targeted	£200x10=£2000

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**
Children who have experienced the ELSA support will present with improved characteristics that allow them improved access to successful learning. This will ultimately lead to stronger academic outcomes	Children are: More willing to try new things Taking failure in their stride Talking positively about themselves

	Being able to listen to someone talk positively about them Be able to recognise their feelings and learn strategies to manage these Reduced number of incidents logged on CPOMS Reduced number of behaviour incidents during unstructured times
Children with complex SEND receive a bespoke package of specialist interventions.	Children make progress to their developmental targets identified in their EHCP.
Language screen will provide diagnostic gaps in children's language development after focused, SHREC informed interactions children will make significant progress in their communication and language.	Children's achievement in communication and language will exceed national figures. Staff will have an in depth knowledge of children's gaps in communication and language and be confident in using the SHREC approach to close these gaps. Children are identified quickly and efficiently within 6 weeks of starting school.

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.