Inclusion Strategy

Ferry Lane 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	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Headteacher & Governing Body

Statement of intent

At Ferry Lane Primary School, inclusion is at the heart of everything we do. Rooted in our vision and values of Resilience, Respect, Responsibility, Teamwork and Belonging, we want every child to feel safe, known, valued and able to flourish academically, socially, emotionally and spiritually. Inclusion means that every child truly belongs and is able to participate fully in school life. We are committed to an ambitious, broad and balanced curriculum for all pupils, including those with additional needs and SEND. We recognise that barriers to learning and participation are not limited to pupils with a diagnosis or those on the SEND register. Our priority is therefore to strengthen ordinary, inclusive provision so that a wider range of needs can be met early and effectively, while providing targeted, evidence-informed support where this is required. Our strategy reflects the Department for Education's seven principles of inclusion: ambitious leadership and governance; early, evidence-based support; high-quality adaptive teaching and curriculum access; enriching provision beyond the classroom; a safe and respectful culture that promotes belonging, attendance and participation; strong partnerships with families and wider services; and inclusive, accessible environments. High-quality adaptive teaching and a strong culture of belonging are our starting points. Staff will know pupils well, identify barriers early and use appropriate strategies, resources and reasonable adjustments

to enable pupils to learn, participate and develop independence. We will promote positive emotional wellbeing and ensure that learning, play and enrichment opportunities are inclusive and accessible to all.

Where the universal offer is not sufficient, targeted support will be provided through our graduated response and reviewed for impact. We will work closely with pupils, families, staff, governors and external professionals so that provision reflects the needs of our school community. Our resources, including core funding, the notional SEN budget and the Inclusive Mainstream Fund, will be used strategically to remove commonly occurring barriers, strengthen staff expertise and improve pupils' access, engagement, attendance, wellbeing, belonging and progress.

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 social, emotional and mental health needs** We are seeing a growing number of pupils requiring support with emotional wellbeing, anxiety, resilience and emotional regulation. For some pupils, these needs can affect readiness to learn, engagement, relationships and participation in school life.
2	**Increasing complexity of emotional needs requiring early and targeted support** A growing number of pupils require support beyond our universal wellbeing provision, including help to understand and communicate emotions, develop coping strategies, build self-esteem and manage difficult experiences
3	**Barriers to successful participation and belonging during less structured parts of the school day**

	Some pupils, particularly those with additional needs, can find playtimes and lunchtimes more challenging due to difficulties with social interaction, communication, regulation, confidence or accessing appropriate play opportunities. This can affect relationships, wellbeing and pupils' sense of belonging.
4	**A need for a broader and more inclusive range of play opportunities to meet increasingly diverse needs.** Pupils have differing physical, sensory, social, creative and emotional needs, and traditional playground provision does not always enable all children to participate successfully. Some pupils require a greater range of accessible and adaptable opportunities to play, regulate, interact with others and develop independence.

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)*
Provide ongoing Place 2 Be provision, supporting them to deliver effective targeted emotional support for pupils with identified social, emotional and mental health needs. This provision develops pupils' emotional literacy, resilience, self-esteem and regulation, supporting engagement and	Targeted	£2059.20 TA salary for ½ day per week x 36 weeks

participation in learning. This addresses Barriers 1 and 2.		
Specialist intervention teacher to deliver focused booster sessions in areas like early literacy (phonics, decoding, reading comprehension) and numeracy. Uses school assessment data, diagnostic tests, and feedback from class teachers to pinpoint *why* a student is struggling and design structured catch-up programs. A focus specifically on pupils with Special Educational Needs and Disabilities (**SEND**) or Social, Emotional, and Mental Health (**SEMH**) challenges. This addresses Barriers 3 and 4.	Targeted	£29,307.24 Salary for 2.5 days per week
A dog mentor that works with selected children across the school, helping to enhance educational, social, emotional, and therapeutic outcomes for our pupils. This addresses Barriers 1 and 2.	Targeted	£1,321.12
Implement OPAL (Outdoor Play & Learning) play as a whole-school approach to inclusive, purposeful play, increasing opportunities for all pupils to participate, build relationships and develop independence during less-structured times. This addresses Barriers 3 and 4.	Universal	£3000

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 needs receive timely and effective support that improves their readiness to learn and participate in school life.	• Targeted pupils show progress against identified emotional wellbeing outcomes. • Pupil and staff feedback indicates improved regulation, resilience and engagement.
The school has increased capacity to identify and respond appropriately to emerging social, emotional and mental health needs.	One trained Mental Health First Aiders is established in school and; • Staff know how to access appropriate support and signposting. • Emerging concerns are identified and responded to appropriately and promptly.
Pupils experience inclusive and purposeful playtimes that increase participation, positive relationships, independence and a sense of belonging.	OPAL is implemented across the school. • Pupil voice shows that children feel included and have a wider range of opportunities to play. • Staff observations show increased engagement, positive social interaction and participation during playtimes.
The outdoor environment provides a wider range of accessible and adaptable play opportunities that meet pupils' differing physical, sensory, social and emotional needs.	A broad range of OPAL loose-parts resources is available and used regularly. • Pupils demonstrate increased choice, creativity and independence in their play. • Observations and pupil voice show that pupils with differing needs can access and participate successfully in play.

Review of the previous academic year

This is Ferry Lane Primary School's first Inclusion Strategy under the Inclusive Mainstream Fund arrangements. There is therefore no previous-year Inclusion Strategy to review. From 2027–28, this section will evaluate the impact of the strategy on pupils' access to learning, engagement, attendance, belonging, wellbeing, progress and attainment, and will identify what should be sustained, adapted or discontinued.