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GLUSBURN COMMUNITY PRIMARY AND NURSERY SCHOOL

Inclusion Strategy – Glusburn Community Primary 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	2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Katie Smith, Headteacher, with Governing Body scrutiny and approval

Statement of intent

At Glusburn Primary and Nursery School, we believe that every child has the right to belong, participate, achieve and thrive. We are committed to creating a fully inclusive school where diversity is valued, barriers to learning are removed, and all pupils, including those with Special Educational Needs and Disabilities (SEND), are supported to reach their full potential. Our ambition is that every child feels safe, respected, understood and successful within an environment where high expectations are matched by the right support, at the right time.

Our Inclusion Strategy provides a clear framework for achieving this vision. Through high-quality inclusive teaching, early identification of need, reasonable adjustments, a graduated approach to support, and strong partnerships with families and external professionals, we strive to ensure that all pupils can access a broad and balanced curriculum and participate fully in every aspect of school life. Inclusion is everyone's responsibility, and we aim to build staff confidence and expertise so that inclusive practice is evident in every classroom, every day.

Our strategy is underpinned by the seven principles of inclusion. We promote a strong sense of belonging, ensuring every child feels valued within our school community. We maintain ambitious expectations for all learners and provide equitable opportunities to achieve success. We identify and remove barriers to learning through adaptive teaching, reasonable adjustments and targeted support. We enable meaningful participation in learning, enrichment activities and wider school experiences, while supporting pupils' social, emotional and mental health needs. We celebrate diversity, champion pupil voice, and work collaboratively with families and professionals to ensure provision reflects the needs, strengths and aspirations of each child.

The development of this strategy has been a collaborative process involving pupils, parents, staff, governors and the wider school community. Through pupil voice, family feedback, staff consultation and ongoing review, we have sought to ensure that our approach reflects the needs and experiences of those we serve. These partnerships remain central to our work and will continue to shape future developments.

By embedding inclusion within our culture, policies and everyday practice, we aim to prepare all children for successful futures, enabling them to become confident, resilient and independent learners who feel a genuine sense of belonging within their school and wider community. The strategy promotes belonging, participation, achievement, positive relationships, high aspirations, early identification and partnership with families.

At September 2026, the school has 374 pupils on roll, including 69 pupils (18.4%) identified as having SEND. Nine pupils (2.4%) have an Education, Health and Care Plan and 60 pupils (16%) receive SEND Support. Analysis of SEND data, pupil voice, family feedback and provision reviews identified communication and interaction, cognition and learning, SEMH, sensory regulation and inclusive learning environments as the key barriers to learning and participation.

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
1	Communication and interaction needs are a barrier to learning. Pupils may experience difficulties with vocabulary, understanding language, expressive communication and social interaction, which can impact access to teaching, learning, relationships and participation across the curriculum.
2	Pupils have a wide range of learning profiles and differing starting points. Barriers can include literacy, numeracy, memory, processing difficulties, dyslexia and difficulties managing the pace and demands of learning. These challenges can affect progress, confidence, independence and successful access to an ambitious curriculum.
3	A significant proportion of SEND need at Glusburn relates to Social, Emotional and Mental Health (SEMH). Pupil, parent and staff voice identify emotional regulation, resilience, self-esteem and social relationships as key barriers to learning for a growing number of pupils. Difficulties are often most evident during transitions, unstructured times and changes to routine, impacting behaviour, engagement, attendance and readiness to learn.
4	An increasing number of pupils at Glusburn present with sensory processing differences which affect concentration, participation, self-regulation and access to learning. Sensory seeking and sensory

	avoiding behaviours can create barriers within the classroom and wider school environment. Difficulties are particularly evident around transitions and following less structured times, resulting in heightened anxiety, dysregulation and reduced readiness for learning.
5	Some learning environments are at times busy and overwhelming. Pupils may require access to calm, predictable and low-arousal spaces to support regulation, engagement and participation. The physical environment can therefore present a barrier to learning, independence and a sense of belonging for some pupils.

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 <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Additional protected teaching assistant capacity for early intervention and targeted support. Deploy additional TA hours for structured literacy and numeracy support, speech, language and communication work, pre-teaching, overlearning, social communication and emotional-regulation support. Provision will be identified through the graduated Assess–Plan–Do–Review process and evaluated for impact. Addresses barriers 1–4.	Targeted	£7,000 IMF contribution, alongside existing core staffing/SEND expenditure.
Additional teacher/SENDCo release and cover to strengthen early identification, assessment, support-plan reviews, adaptive teaching and classroom implementation. Time will support pupil progress/SEND reviews, development of adapted resources and implementation of specialist recommendations. Addresses barriers 1–5.	Universal and targeted	£3,500 IMF contribution, alongside existing core staffing costs.
Whole-school SEND and adaptive-teaching professional development, including associated cover. Training will be needs-led and may include scaffolding, communication and interaction, literacy/dyslexia, regulation, cognition and learning, and effective deployment of support staff. Impact will be checked through monitoring and review. Addresses barriers 1–4.	Universal	£2,000 IMF contribution, alongside the school’s core CPD budget.

Inclusive classroom resources and adaptation stations to reduce predictable barriers to learning. Resources may include visual timetables, now/next and task boards, manipulatives, reading/writing supports, sensory and regulation resources, calm spaces, communication aids and other accessible learning materials. Updates to the school Sensory room Addresses barriers 1–5.	Universal and targeted	£2,800 IMF contribution, alongside existing curriculum/SEND resources.
Strengthen pastoral, regulation and belonging provision through additional structured break/lunchtime support, nurture and regulation activities, and needs-led attendance, engagement and relationship interventions. Provision will be reviewed using pupil voice and engagement information. Addresses barrier 3 and supports barriers 1, 2 4 and 5.	Universal and targeted	£1,500 IMF contribution, alongside existing pastoral staffing/provision.
Evaluation and impact monitoring of the strengthened inclusive offer. Use additional assessment/intervention resources and staff time to track progress, participation, attendance, engagement and implementation, and use findings to adjust provision through Assess–Plan–Do–Review. Addresses barriers 1–5.	Universal	£500 IMF contribution, alongside existing leadership and assessment activity.
TOTAL PLANNED INCLUSIVE MAINSTREAM FUND (IMF) ALLOCATION	Universal and targeted	£17,300

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 additional needs and SEND access a stronger, more consistent universal offer and participate successfully in the full curriculum.	Monitoring shows adaptive teaching and reasonable adjustments are routinely implemented; pupil progress meetings identify appropriate response; pupil voice indicates improved access and participation.
Needs are identified early and support is adjusted promptly through the graduated approach.	All pupils on the SEND register have current support planning documentation with SMART outcomes; reviews take place at least termly; actions from Assess–Plan–Do–Review cycles are completed and evaluated.
Targeted interventions improve identified academic, communication, social or emotional outcomes.	Intervention records and support-plan reviews show measurable progress from starting points against agreed outcomes; ineffective provision is adapted or stopped.
Pupils experience improved belonging, wellbeing, engagement and readiness to learn.	Pupil voice, pastoral records and attendance/engagement information for identified

	pupils show positive movement; support plans include and review relevant SEMH outcomes where needed.
Parents/carers and pupils are active partners in decisions about support.	Termly reviews record pupil and parent/carers contributions; families know how to contact the SENDCo and where to access SEND information/support; feedback informs provision.
Transitions and enrichment are inclusive and well planned.	Transition plans are in place where needed; information is shared with receiving staff/settings; pupils with SEND can access trips, clubs and wider school opportunities with reasonable adjustments and support as required.
Pupils with sensory processing needs are able to regulate effectively and access learning throughout the school day	Pupils successfully use sensory strategies and resources to support self-regulation. Reduction in sensory-related barriers impacting concentration, participation and behaviour and pupil voice indicates that sensory adaptations help them feel calmer and more able to learn.
Learning environments across the school are inclusive, accessible and responsive to the needs of all learners.	All classrooms provide appropriate visual supports, adapted resources and low-arousal areas where required. Learning environments across the school are inclusive, accessible and responsive to the needs of all learners.

Review of the previous academic year

2026-2027 is the first year of the new Inclusive Mainstream Fund (IMF) Inclusion Strategy requirement; therefore, there is no previous strategy available for review in this format.

Throughout the year, the impact of the school's inclusive provision will be evaluated through analysis of pupil progress and intervention data, Assess-Plan-Do-Review documentation, attendance and engagement information, pupil and parent/carers voice, quality assurance of adaptive teaching and learning environments, and governing body scrutiny.

Progress towards the intended outcomes will be reviewed termly by senior leaders and reported to governors through SEND and inclusion monitoring. Findings from these reviews will be used to refine provision, inform future priorities and shape the school's 2027-2028 Inclusion Strategy.

Further information (optional)

Key contacts: Headteacher – Katie Smith (NASENCo July 2017); SENDCo – Danielle Burke (NASENCo, July 2016); SEND link governor – Jenny Maw.

Read this strategy alongside the school's SEND Policy 2026, SEND Information Report 2026, Accessibility Plan and whole-school provision map, and the DfE 2026 Inclusive Mainstream Fund guidance.

Finance note: Glusburn Community Primary and Nursery School has allocated its £17,300 Inclusive Mainstream Fund to strengthen and extend its inclusive mainstream offer. The allocations above identify the IMF contribution to each activity; these activities are also supported through the school's core budget, including the notional SEN budget and existing staffing/provision. Expenditure will be monitored to ensure

that IMF funding is used for additional or strengthened inclusive capacity and is not treated as a general contribution to routine running costs.