

Foxglove Primary School

Illustrative sample for a primary school, built to the DfE inclusion strategy template. Foxglove Primary School is fictional; figures and data are for demonstration only.

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 our current inclusion strategy covers	2026 to 2027
Date this statement was published	3 Nov 2026
Date on which it will be reviewed	Jul 2027
Statement authorised by	Headteacher and Chair of Governors, following scrutiny by the Inclusion & SEND Governor Committee

Statement of intent

At Foxglove Primary School, we believe a child cannot learn well until they feel they belong. Our ambition is that every child - whatever their starting point, home circumstances or additional need - is known by name, feels safe to be themselves and is fully included in the life of the school, from the classroom to the playground and every trip and club in between.

This year we have made belonging a whole-school priority, not just for children already known to be vulnerable. We ask every child, in a way appropriate to their age, how settled and included they feel, because we believe a child's sense of belonging is one of the earliest and clearest signals we have that something needs our attention — often weeks before it shows up in attendance or behaviour data.

SAMPLE PRIMARY SCHOOL INCLUSION STRATEGY

We gather this through a termly pupil voice and belonging check-in: a simple pictorial 'feelings faces' survey for Reception to Year 2 and a short digital survey for Years 3 to 6, alongside an annual survey for families. Results are broken down by pupil group - including children with SEND, disadvantaged children, EAL learners, minority ethnic children, children with a social worker and mid-year admissions - so we can see whether any group is being left behind, rather than relying on an impression that inclusion is working.

Our Pupil Parliament, with a representative from each class from Year 1 upwards, meets each half term to look at what the belonging check-in is telling us and to suggest changes — it was the Pupil Parliament, for example, that asked for a quiet space at lunchtime and a buddy bench, both of which now feature in this year's plan. Findings are also reported each term to our Pastoral, SEND & Inclusion Committee alongside attendance and behaviour data, so governors can see the whole picture rather than attendance figures in isolation.

Leadership of this strategy sits with our SENDCo, who acts as Inclusion Lead, working closely with our Family Engagement Lead, pastoral team and class teachers. We are investing in early identification and nurture support, particularly around speech, language and communication and social and emotional development; strengthening how we support children and families at transition; and making sure unstructured times such as lunchtime are as inclusive as the classroom.

This strategy was shaped by conversations with the Pupil Parliament, our Parent and Carer Forum, class teachers and our educational psychologist and was shared in draft with all three groups before publication. It was parents, in particular, who told us that starting the day well mattered enormously to children who found mornings difficult, which is why we have introduced a soft start arrangement this year.



Barriers to learning and participation



This sets out the key barriers to learning and participation for our pupils, identified through belonging survey data, attendance and behaviour analysis, and staff and family consultation.

No.	Detail of barrier to learning and participation
1	Speech, language and communication needs are identified at a higher than average rate in Reception and Year 1, restricting early access to phonics and an oracy-rich curriculum.
2	Our belonging check-in shows that children with EAL and those who joined the school mid-year consistently report feeling less settled and less confident approaching a trusted adult, than their peers.
3	Attendance among children eligible for pupil premium and those with a social worker is below the whole-school average, with a pattern of Friday absence that appears linked to family circumstances rather than illness.
4	Unstructured times - particularly lunchtime and the playground - are where most low-level incidents and reports of unhappiness occur, disproportionately affecting children with SEND and those who find social relationships harder.
5	A number of children arrive in Reception without the expected level of personal, social and emotional development, affecting their ability to settle, share and self-regulate in a classroom environment.
6	Transition points - starting in Reception, moving up a key stage and preparing for secondary school in Year 6 - are moments where both attendance and reported belonging dip most sharply, based on survey and attendance data tracked over the last two years.

Activity in this academic year



The activities below set out what we will prioritise this year to address the barriers above.

Description of activity (evidence and barrier numbers addressed)	Activity type	Total budgeted cost (IMF and core budget)
Termly pupil voice and belonging check-in (pictorial survey for Reception to Year 2, digital survey for Years 3 to 6, annual family survey), reviewed by the Pupil Parliament and reported to the Pastoral, SEND & Inclusion Committee each term (Barrier 2, and an ongoing check on Barriers 3 to 6).	Universal	£3,000 (IMF £2,000 / core budget £1,000)
Traded speech and language therapy service, including a weekly drop-in clinic and staff coaching on oracy and vocabulary-rich teaching across the school (Barrier 1).	Targeted	£12,000 (IMF £9,000 / core budget £3,000)
Trained Emotional Literacy Support Assistant (ELSA) delivering 1:1 and small-group nurture sessions, prioritised using belonging check-in data alongside pastoral referrals (Barriers 2 and 5).	Targeted	£15,000 (IMF £11,000 / core budget £4,000)
Family Engagement Lead (0.3 FTE) working with families where attendance is linked to wider circumstances, including home visits and a soft start arrangement for children who find mornings difficult (Barrier 3).	Targeted	£9,000 (IMF £7,000 / core budget £2,000)
Structured lunchtime provision: trained midday supervisors running a rota of adult-led games, a quiet sensory space, and a buddy bench, with incidents and belonging data reviewed half-termly (Barrier 4).	Universal	£6,500 (IMF £5,000 / core budget £1,500)
Whole-staff CPD on trauma-informed practice and adaptive teaching, including engagement with the Experts at Hand offer (Barriers 1, 4 and 5).	Universal	£4,500 (IMF)

Activity in this academic year



The activities below set out what we will prioritise this year to address the barriers above.

Description of activity (evidence and barrier numbers addressed)	Activity type	Total budgeted cost (IMF and core budget)
Reception nurture and transition group for children not yet meeting expected personal, social and emotional development, run through the second half of the autumn term (Barrier 5).	Targeted	£4,000 (IMF)
Enhanced transition planning at every key transition point, including a short summer school in cooperation with Honeysuckle High for vulnerable Year 6 leavers and a buddy scheme for mid-year admissions and EAL new arrivals (Barriers 2 and 6).	Targeted	£5,500 (IMF £4,000 / core budget £1,500)
	Total	£59,500

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 with EAL and mid-year admissions report feeling as settled and included as their peers.	Termly belonging check-in (minimum 90% participation) shows the gap in reported belonging for these groups reduced from 22 percentage points to below 10 by June 2027.
Improve early language and communication outcomes for children in Reception and Year 1.	Proportion of children meeting the Communication and Language Early Learning Goal increases by at least 10 percentage points compared with 2025 to 2026.

Intended outcomes

Intended outcome	Success criteria
Reduce the attendance gap linked to family circumstances for pupil premium children and those with a social worker.	Attendance gap for these groups reduced from 4.8 percentage points to below 3, with Friday absence patterns specifically monitored half-termly.
Reduce lunchtime incidents and improve how included children feel during unstructured time.	Lunchtime behaviour log incidents reduced by 25% and belonging check-in responses about playtime improve for children with SEND.
Improve personal, social and emotional development readiness by the end of Reception.	Proportion of children achieving the expected standard in PSED at the end of EYFS increases by at least 8 percentage points.
Sustain attendance and belonging through each key transition point.	No greater than a 2 percentage point dip in attendance in the half-term following transition, measured against pre-transition attendance for flagged children.

Review of the previous academic year

2026 to 2027 is the first year of the inclusive mainstream fund, so this review draws on our 2025 to 2026 SEND and Inclusion Development Plan rather than a prior IMF-funded strategy.

Last year, our priority was reducing lunchtime and playground incidents, which behaviour logs showed accounted for the majority of reported low-level disruption. We introduced a buddy bench and trained a small group of Year 5 and 6 play leaders, and incident numbers fell by around 15% over the year. However, when we ran our first ever pupil voice survey in the spring term, we found that children with EAL were still notably less likely than their peers to say they had someone to play with, even though the overall incident count had improved - a gap the behaviour data alone had not shown us.

This first survey was a turning point for how we think about inclusion. It told us that measuring incidents was not the same as measuring belonging and that some children could be having a quiet, lonely time at school without ever appearing in a behaviour log. This is why we have moved from a single annual survey to a termly belonging check-in this year, extended it down into Reception through a pictorial format and used it to shape a wider set of activities - not only lunchtime provision, but also our new Family Engagement Lead role and enhanced transition planning.

We also reviewed attendance data and found that absence for pupil premium children and those with a social worker was concentrated on Fridays far more than for other children, a pattern we had not previously investigated. Conversations with a small number of affected families suggested this was often linked to difficult mornings and wider family pressures rather than illness, which directly informed this year's soft start arrangement and the Family Engagement Lead's home visiting role.

Speech and language needs identified through our Reception baseline assessment were higher than in previous cohorts and staff told us they felt underconfident supporting children with significant communication needs within whole-class teaching. This has shaped this year's investment in a traded speech and language therapy service and staff coaching on oracy, rather than relying solely on individual withdrawal support.

Further information (optional)

This strategy should be read alongside our SEND information report and pupil premium strategy, published on our school website, which set out further detail on individual pupil support and disadvantaged pupil provision respectively. Questions about this strategy, including the methodology behind our pupil voice and belonging check-in, can be directed to our SENDCo and Inclusion Lead via the school office.



Explore how Satchel Pulse could support your school's Inclusion Strategy.

