Inclusion Strategy – Salisbury 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	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mrs N. Matharu (Executive Headteacher)

Statement of intent

At Salisbury Primary School, we are committed to ensuring that every child feels valued, belongs within our school community and can access high-quality learning regardless of need, background or barrier to learning.

Our inclusive approach is underpinned by our core values of, Commitment, Opportunities, Respect and Excellence. This aligns closely with our Behaviour Policy, which promotes self-regulation, positive approaches and individualised support.

Our strategy prioritises the development of a strong universal offer that meets the needs of the vast majority of learners through adaptive teaching, behaviour support and an inclusive learning environment. The seven principles of inclusion are built into our approach which are:

- **Ambitious leadership** and governance that embeds inclusion
- Evidence-based support **prioritising early intervention**
- **High-quality adaptive teaching** with a curriculum designed for all learners
- Enriching **provision beyond the classroom** that all children can access
- A safe and respectful **culture fostering belonging**, attendance and participation in learning
- **Strong partnerships** with families and wider services
- **Inclusive environments** with continuous improvements to accessibility

We identify needs early using the Graduated Approach of assess, plan, do and review to put relevant support in place.

We listen to children and help them understand the strategies that support them. We work closely with parents, carers and outside professionals. We also use evidence, observations, pupil voice and progress information to help us make good decisions. Where pupils require additional support, targeted interventions and specialist services are used to ensure that barriers to learning are addressed early and effectively.

The strategy has been developed using evidence-informed practice, including the Education Endowment Foundation's implementation guidance, which emphasises ongoing reflection, adaptation, engagement and sustainable implementation. We work closely with pupils, families, staff, governors and external agencies to ensure inclusion remains at the heart of all decision-making and school improvement priorities

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, language and communication needs on entry to EYFS: A significant number of children enter EYFS with underdeveloped speech, language and communication skills, including limited vocabulary, difficulty expressing needs, weaker listening and attention skills, and reduced confidence in interacting with adults and peers. This creates barriers to accessing early literacy, social development, play-based learning and the wider curriculum.
2	Attendance and persistent absence: Some pupils experience low attendance or patterns of persistent absence, which reduces their access to high-quality teaching, routines, relationships and wider participation in school life. This can particularly affect pupils who are already working below age-related expectations or who need consistent reinforcement, intervention and adult support to make progress.
3	Access to the curriculum from low starting points: Some pupils, including those with SEND, have gaps in prior learning or are working below age-related expectations. Without effective adaptation, scaffolding and targeted

	intervention, these gaps can widen over time and reduce confidence, independence and participation.
4	Communication, confidence and belonging: Some pupils need additional support to build positive relationships, develop confidence, communicate successfully and feel a strong sense of belonging within the classroom and wider school community. This can affect participation in learning, enrichment, social opportunities and pupil voice
5	Readiness to learn and emotional regulation: Communication and interaction is the primary area of need for many of our pupils. As a result, some pupils require additional support to manage transitions, regulate their emotions, manage their sensory needs safely and develop independence. Without appropriate adult support and significant adaptations to practice, these needs may affect pupils' engagement, participation, relationships and ability to access school and learning.

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)*
Strengthen quality first teaching and adaptive practice This will address barriers 1,3, 4 and 5. External agencies such as Educational Psychologists and Inclusion Team (NIAT) will inform staff CPD alongside the EEF's Five-a-day	Universal	Core budget

approaches (Explicit instruction, Cognitive and metacognitive strategies, Scaffolding, Flexible grouping and Technology) to develop independence. External agency advice will strengthen curriculum adaptations to ensure pupils with SEND and those working from low starting points can access learning within their classrooms.		
Further develop a communication-rich learning environment. This will address barriers 1,3,4 and 5. External agencies such as Speech and Language Therapists will further strengthen approaches to speech, language and communication across EYFS and KS1. These specialist strategies will enhance vocabulary and language development, develop visual supports and help to support early identification of needs. The development of staff knowledge and consistent classroom practice will improve pupils' communication, confidence and participation.	Universal	Core budget IMF
Further strengthen whole-school approaches to emotional regulation, inclusion and belonging. This will address barriers 2, 3, 4 and 5. Develop consistent approaches to supporting sensory needs, transitions into school and emotional regulation. Provide staff training, review and make necessary changes to classroom environments and routines, and strengthen relationships with families to improve pupils' engagement, attendance and participation in school life.	Universal	Core budget
Develop specialist provision and outreach through the SRP.	Targeted- SRP	IMF

This will address barriers 1, 3, 4 and 5. Advice and expertise from external agencies such as Educational Psychologists and Inclusion Team (NIAT) will further strengthen specialist teaching and provision for pupils with complex communication and interaction needs. The use of visual communication, sensory adaptations, specialist equipment and individualised approaches will support emotional regulation and access to the curriculum. School will develop the SRP's role in sharing specialist knowledge, modelling effective practice and supporting mainstream staff to meet pupils' needs.		

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
Improved quality-first teaching and adaptive practice Pupils with SEND and those working from low starting points are supported to access the curriculum, participate in lessons and develop independence.	• Learning walks and work scrutiny demonstrate consistent use of agreed adaptive teaching approaches across the school. • Assessment information and SEND reviews show that pupils make progress from their individual starting points. • Through staff demonstrating consistent use of agreed adaptive teaching strategies, most pupils make at least expected progress

Improved speech, language and communication skills Pupils develop the communication skills needed to express their needs, interact with others and participate more confidently in learning.	• EYFS and KS1 assessments, alongside SEND reviews, show progress in pupils' communication skills from their starting points. • Classroom monitoring demonstrates consistent use of agreed communication strategies and visual supports. • Outcomes at the end of EYFS for CLL are at least in line with national • Evidence of most pupils making good progress with their literacy/foundational skills
Improved emotional regulation, attendance and sense of belonging Pupils feel safe, included and supported, enabling them to engage more fully in school life.	• Attendance data at least in line with national (95%) • Reduced persistent absence for identified pupils, particularly those with SEND. • Pupil and parent feedback indicate that children feel safe, supported and included in school. • Behaviour and CPOMS records overall, show improvements in emotional regulation and engagement • Classroom monitoring demonstrates consistent approaches being used to support pupils' sensory needs and transitions.
Improved specialist provision and access to learning through the SRP outreach. Pupils with complex communication and interaction needs receive specialist support to develop their communication, independence and participation. Specialist practice also supports improvements in mainstream provision.	• Individual assessments and SEND reviews show progress towards pupils' identified targets. • SRP monitoring demonstrates consistent use of specialist approaches. • Records of outreach and staff support provide evidence of specialist strategies being adopted effectively within the mainstream classrooms.

Funding allocation for 2026-2027

Inclusive Mainstream Funding is aimed at strengthening early intervention, staff training, and inclusive practice in mainstream schools and EY settings before formal diagnoses or EHC plans are required

Inclusive Mainstream Funding	-	£15, 601
Inclusive Mainstream Funding (Early Years)	-	£1730.54

Other funding:

Core Education Funding: Universal per-pupil funding allocated via the Age-Weighted Pupil Unit

Notional SEND Budget: A notional budget set up to the first £6,000 of extra support per pupil, that mainstream schools are expected to fund internally from their core budgets before requesting external help

High Needs Top-Up Funding: Flexible top-up funding provided by local authorities for pupils whose additional support costs are typically backed by an Education, Health and Care (EHC) plan

Specialist Resource Provision (SRP): Schools receive a base rate of £10,000 per commissioned place

Review of the previous academic year

From year two, this section will outline the progress made towards the intended outcomes during the previous academic year and explain how this was assessed. It will note the impact that the strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. It will also include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.