Standens Barn Primary School

Academic Years Reception to Year 6 (Ages 4- 11)

Inclusive Mainstream Fund – Inclusion Strategy

Headteacher: Mrs Amie James

SENCo / Inclusion Lead: Mrs Denise Bethell

Date Published: September 2026

Review Date: July 2027

Our Vision for Inclusion

At Standens Barn, we want every child and family to feel that they belong from the moment they join our school. We believe that every child deserves to be known, valued and supported to achieve their very best. Our BEST values of being ***Brave, Enthusiastic, Safe and Thoughtful*** *are at the heart of everything we do and help create a school where everyone feels welcome and respected.*

inclusion is about more than providing support when it is needed. It is about understanding every child as an individual, celebrating their strengths and removing barriers and making the necessary adaptations so they can fully take part in school life. We know that children learn in different ways and come to us with different experiences, so we work hard to ensure that every child can access the same opportunities, experiences and high aspirations.

We build strong relationships with children and families because we believe these partnerships matter. We want parents to feel listened to, involved and confident that their child is cared for, understood and encouraged to succeed.

When you visit our school, you will see children learning together, supporting one another and enjoying being part of our community. You will see staff who know their pupils well, high expectations for everyone and classrooms where inclusion is part of everyday practice, not something separate.

Every child should feel they belong, every child should thrive, and every child should leave Standens Barn believing in themselves and their future.

2. Cohort Needs and Barriers to Learning

Our school has identified several commonly occurring and predictable needs within our pupil population, including increasing social, emotional and mental health (SEMH) needs, communication and language difficulties. A significant number of pupils also require support to develop resilience, emotional regulation, vocabulary and communication skills.

Analysis of our school data indicates that attendance for a small minority of pupils remains below that of their peers, pupil mobility continues to be high, and an increasing number of pupils present with complex SEND and SEMH needs. These factors can result in interrupted learning, gaps in curriculum knowledge and reduced access to learning opportunities.

Our strategic priorities have been shaped by evidence from attainment, progress, attendance, safeguarding, inclusion and pastoral data, alongside feedback from pupils, parents and staff. This evidence highlights the need to strengthen attendance, communication and language development, adaptive teaching, SEND provision, emotional wellbeing, family engagement and access to enrichment opportunities in order to remove barriers and improve outcomes for all pupils, particularly those who are disadvantaged, vulnerable, SEND or EAL

The following cohort-level barriers have been identified through the school's existing assessment, attendance, behaviour and participation information, together with observation and the views of pupils, families, staff and relevant professionals.

No.	Detail of barrier to learning and participation
1.	An increasing number of pupils experience anxiety, emotional regulation difficulties, low resilience and social communication needs, which impact readiness to learn, attendance and engagement in lessons.
2.	Gaps in vocabulary, oral language and communication skills within Reception to Year 2 limit pupils' ability to access the curriculum, understand new concepts and achieve well in reading and writing. This restricts social participation and participation in classroom discussion, independent task initiation and access to new learning.
3.	The growing number and complexity of SEND needs mean some children on entry to reception and/or as joiners in KS1 and KS2 are not working at age related expectations and require highly adaptive teaching and heavily personalised support to ensure pupils follow adult prompts and basic routines, develop toileting needs and access the school environment.

3. Use of Inclusive Mainstream Fund (IMF)

Description of activity includes work to strengthen the school's universal offer as well as carefully selected targeted provision. The school will consider implementation evidence alongside pupils' experiences and longer-term outcomes. Evidence will be used to sustain, adapt or stop activity rather than simply to confirm that planned actions took place. Costs show the total budgeted investment from IMF; they are not intended to imply that every listed cost is met from IMF alone.

Description of activity (Evidence, principle and barrier numbers)	Type	Total IMF Funding Cost	Intended impact & success criteria	Impact monitoring
Barrier 1 **Principles of Inclusion:** 2. Evidence-based support prioritising early 4. Accessible and enriching provision beyond the classroom 5. A safe and respectful culture fostering belonging and attendance 6. Strong partnerships with families and wider services **Activities:** Continue to develop a graduated SEMH offer through The Good Morning Club, Tiger Room and regulation spaces and check-in systems Targeted pastoral interventions suchas mentoring	Universal & Targeted		By July 2027: • Pupils demonstrate improved emotional regulation and resilience. • Attendance of identified pupils improves over time. • Reduction in behaviour incidents linked to dysregulation and anxiety. • Increased participation in lessons, enrichment activities and wider school life. • Families report increased confidence in school support and partnership working.	Attendance analysis and individual attendance plans. • Behaviour and safeguarding data reviews. • Pupil voice and wellbeing surveys. • Pastoral and intervention reviews. • Family feedback and family Help evaluations. • Termly inclusion dashboard reporting to governors. • Learning walks

Further staff training on trauma-informed and relational approaches. Further strengthen attendance support through personalised plans, home-school communication and multi-agency working. **Rationale and evidence:** School data identifies increasing levels of anxiety, emotional regulation needs, low resilience and social communication difficulties which impact learning, attendance and engagement. The SIP and Pupil Premium Strategy prioritise emotional wellbeing, attendance, belonging, mentoring and family engagement to reduce barriers to learning.				
Barrier 2 **Principles of Inclusion:** **1. Ambitious leadership and governance that embeds inclusion** **2. Evidence-based support prioritising early intervention** **3. High-quality teaching with curriculum designed for all learners** **Activities:** Embed a whole-school communication and language approach through explicit vocabulary	Universal & Targeted		By July 2027: Consistent vocabulary and oracy approaches evident across classrooms. • Pupils use a broader range of subject-specific vocabulary in discussion and learning. • Reception and KS1 pupils demonstrate improved communication and language outcomes from baseline. • Staff confidently implement agreed adaptive language strategies.	Learning walks focusing on vocabulary and oracy implementation. • Pupil voice and classroom discussions. • EYFS and KS1 communication and language assessments. • Book scrutiny and curriculum monitoring. • SEND and intervention reviews through EduKey and Raising Standards Meetings.

instruction, oracy strategies, SHREC approaches, Chatterway in Reception and high-quality adult interactions. Curriculum leaders identify and sequence essential vocabulary, pre-teaching opportunities and retrieval practice across subjects. Staff receive ongoing CPD on adaptive teaching, language development and inclusive classroom practice **Rationale and evidence:** School assessments and observations identify underdeveloped oral language skills and vocabulary gaps, particularly for disadvantaged pupils, SEND pupils and those with EAL, which impact attainment and curriculum access. The SIP and Pupil Premium Strategy prioritise early language development, oracy, adaptive teaching and high-quality classroom interactions to strengthen communication, vocabulary acquisition and outcomes across the curriculum. EEF evidence shows that oral language approaches and explicit vocabulary instruction have a significant positive impact on learning, particularly for disadvantaged pupils.			• Increased engagement, confidence and participation for pupils with communication needs.	• Termly review of impact through inclusion dashboard and governor reporting.
Barrier 3 **Principles of Inclusion:**	Universal & Targeted		By July 2027:	Learning walks focused on adaptive teaching.

1. Ambitious leadership and governance that embeds inclusion. **2. Evidence-based support prioritising early intervention •** **3. High-quality teaching with curriculum designed for all learners**. **6. Strong partnerships with families and wider services** **7. Inclusive environments with continuous improvements to accessibility** **Activity:** Strengthen adaptive teaching through ongoing staff CPD, coaching, SEND reviews, provision mapping and deployment of skilled support staff. Ensure robust use of RSPs, IAPs, one-page profiles and EduKey to monitor interventions and outcomes. Provide personalised support to enable pupils to access learning, develop independence, communication, self-care and participation across the school day. **Rationale and evidence:** The school has an increasing number of pupils with complex SEND needs, requiring highly adaptive teaching and personalised provision. The SIP identifies adaptive	& Specialist		• Adaptive teaching strategies are consistently evident across classrooms. • Pupils with SEND access the full curriculum with increasing independence. • Staff confidently articulate needs, provision and intended outcomes. • Measurable progress from individual starting points is evident. • Provision is reviewed and adapted swiftly where impact is limited.	• EduKey intervention tracking and reviews. • RSP, IAP and one-page profile quality assurance. • Pupil progress and Raising Standards Meetings. • SEND reviews and external professional feedback. • Inclusion dashboard and governor monitoring.

teaching, SEND provision monitoring and impact evaluation as key priorities. Pupil Premium funding also supports SENDCO leadership, teaching assistant deployment, interventions and inclusive classroom practice				

5. Review, Sustainability and Next Steps

This is Standens Barn Primary School's first published IMF inclusion strategy, so there is no previous IMF strategy statement to evaluate. Leaders reviewed existing inclusive practice when establishing the 2026 baseline. The formal 2027 review will report progress against the intended outcomes above and explain how learning has informed the next strategy.

Monitoring and review arrangements

The SENDCo will coordinate half-termly implementation checks with curriculum and phase leaders. The SENCO will review sampled pupil progress and targeted provision termly. Attendance leaders will review individual trajectories at least half-termly. Pupil and family feedback will be gathered proportionately at baseline, spring and summer review points. The governing body will scrutinise expenditure, implementation and outcomes termly and formally authorise the annual update.

Further information

This strategy should be read alongside the school's SEND information report, accessibility plan, pupil premium strategy and school improvement plan. Those documents retain their own purposes and requirements; this strategy does not replace them.

Reviewed by: Mrs Amie James & Densie Bethell
Date of Review: September 2026

Next Scheduled Review: July 2027