Inclusion Strategy Template

Inclusion Strategy – Annesley 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	2026-27
Date this statement was published	November 2026
Date on which it will be reviewed	Autunm 2027
Statement authorised by	Rob Slater

Statement of intent

At Annesley Primary and Nursery School, we believe that:

• Every child is entitled to a broad, balanced, and ambitious curriculum.

• Inclusion is at the heart of our practice.

• Early identification and high-quality teaching are essential.

• Parents and pupils are partners in the learning journey.

• Barriers to learning can be reduced through targeted support, reasonable adjustments, and a nurturing environment.

Our SEND provision aims to:

• Identify needs early and accurately.

• Follow a 'graduated approach' to supporting pupils.

• Provide high-quality, evidence-based interventions.

• Ensure pupils with SEND make good or better progress.

• Work collaboratively with families and external agencies.

- Promote independence, confidence, and wellbeing.
- Prepare pupils for their next stage of education.

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	*We facilitate a wide range of interventions to support children making accelerated progress towards identified SMART targets. However, we have a lack of available space within the school environment to enable purposeful intervention. Often, multiple groups are having to access intervention in shared spaces and this is counter productive.* *Also, some timetabled interventions are unable to take place due to lack of available space within school.*

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)*

Strategic redeployment of cloakroom space. Both Key Stage 1 and 2 areas have communal cloakroom space. However, the classrooms are large enough to accommodate their own cloakroom areas. Therefore, we will be utilising the inclusion grant (£10,000 per year for the next 3 years) to change the cloakrooms into multi-use teaching spaces. This will be completed in 2 phases.	Universal	Total cost £36,000 (Key Stage 1 £17,000 and Key Stage 2 £19,000). Inclusion grant £10,000 per year for the next 3 years.

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
Fit for purpose spaces created in school to allow for multiple interventions to take place without disruption .	Monitoring shows interventions are able to always take place as planned. Tracking of interventions shows increased impact and improved progress of individual children as a result of the improved environment.

Review of the previous academic year

This is the first year of the Inclusion Strategy.