Crowton Christ Church C.E. Primary School - Inclusive Mainstream Funding 2026/27

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	December 2026
Date on which it will be reviewed	December 2027 (or sooner if required)
Statement authorised by	Sarah Thompson (Chair of Governors)

Statement of Intent

At Crowton Christ Church C.E. Primary School, inclusion is at the heart of our vision. We believe that every child should feel valued, belong to our school community and be able to participate fully in all aspects of school life, regardless of need, background or starting point.

Our strategy reflects the DfE's seven principles of inclusion by:

- Prioritising high-quality teaching and adaptive practice for all pupils.
- Strengthening our universal offer before introducing additional targeted support.
- Promoting early identification and intervention.
- Working collaboratively with families, pupils and external agencies.
- Focusing on participation, belonging and attendance alongside attainment.
- Building staff expertise and confidence to meet a diverse range of needs.
- Creating an inclusive culture where all pupils can thrive and achieve.

We are committed to developing a strong universal offer that enables all pupils to access high-quality teaching, positive relationships, enriching experiences and support for their emotional wellbeing before targeted interventions are considered.

We recognise that the most effective support for pupils with additional needs begins with a strong universal offer. Therefore, Inclusive Mainstream Funding will be used to enhance provision that benefits all pupils while providing additional support for those who face the greatest barriers to participation, engagement and achievement. This graduated approach ensures that inclusive practice is embedded throughout the school and not limited to individual interventions.

Through consultation with pupils, families, staff and governors, we have identified that emotional wellbeing, self-regulation, confidence, resilience, attendance and engagement in learning are key priorities. Parent discussions, SEND reviews, pupil voice activities, behaviour monitoring and attendance data indicate that some children find it difficult to regulate emotions, sustain engagement in learning and access the wider curriculum confidently.

To address these barriers, we will use Inclusive Mainstream Funding to strengthen our universal provision through whole-school implementation of MyHappyMind and increased access to outdoor learning through Forest School provision. These approaches align with evidence from the Education Endowment Foundation (EEF), which highlights the positive impact of social and emotional learning approaches and outdoor learning on wellbeing, engagement and academic outcomes.

This strategy also aligns with our Behaviour Policy, Attendance Policy and SEND Information Report, ensuring that inclusion is embedded across all aspects of school life rather than delivered through isolated interventions.

By investing in high-quality universal provision, we aim to create an environment where all children feel safe, successful and supported to achieve their full potential.

Through this strategy we aim to ensure that pupils with SEND and additional needs experience the same sense of belonging, participation and ambition as their peers and are supported to access the full life of the school.

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	Increasing numbers of pupils presenting with social, emotional and mental health (SEMH) needs, including anxiety, low self-esteem, emotional regulation difficulties and reduced resilience. This has been identified through pupil voice surveys, wellbeing check-ins, behaviour records, SEND reviews and discussions with parents.
2	Some pupils demonstrate reduced engagement, confidence and perseverance when faced with challenge, impacting participation in learning and the wider curriculum. Pupil voice indicates that some children lack confidence in taking risks, problem solving and working collaboratively.
3	A small number of pupils experience barriers to attendance and belonging, often linked to emotional wellbeing needs. Attendance analysis and parent discussions indicate that anxiety and emotional regulation can affect school engagement.
4	Some pupils, particularly those with SEND, benefit from practical, experiential and sensory learning opportunities that support communication, self-regulation, engagement and independence. Staff observations and pupil voice consistently highlight the positive impact of outdoor learning experiences.

Evidence used to identify these barriers:

- Attendance analysis identified that attendance for pupils with SEND remains below that of their peers.
- Behaviour records show that emotional regulation is a contributing factor in a significant proportion of recorded incidents.
- SEND reviews identified SEMH and communication needs as the most frequently reported barriers to 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.

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type** *(universal/targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Whole-school implementation of MyHappyMind programme to develop emotional literacy, resilience, self-awareness, self-regulation and positive mental wellbeing. The EEF identifies Social and Emotional Learning approaches as having an average impact of +4 months' progress alongside improvements in attitudes, behaviour and relationships. **Addresses barriers 1, 2 and 3.**	Universal	£1,166 (IMF)
Forest School provision and outdoor learning development to provide regular opportunities for experiential learning, confidence building, teamwork, independence, communication and emotional regulation. EEF evidence suggests outdoor adventure learning can positively impact self-confidence, resilience and engagement. Whilst sessions are prioritised for some KS2 pupils where need is currently greatest, the investment will strengthen whole-school inclusive practice through staff development, resources, Forest School extra-curricular provision and approaches that can be embedded across all year groups. A Forest School after-school club is also available to all pupils as part of the school's commitment to accessible and enriching provision beyond the classroom. **Addresses barriers 1, 2 and 4.**	Universal (with enhanced access for identified KS2 pupils)	£3,146 (IMF)
Staff training, SEND monitoring, adaptive teaching strategies, family engagement, attendance support and early identification processes. Integrated within existing school improvement and SEND provision. **Addresses all barriers.**	Universal	Funded through core budget

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 emotional wellbeing and self-regulation across the school.	Pupil voice demonstrates increased confidence in managing emotions; behaviour records show a reduction in emotional dysregulation incidents.
Increased engagement, resilience and participation in learning.	Staff assessments and pupil voice indicate improved perseverance, confidence and participation in class and wider school activities.
Improved attendance and sense of belonging for vulnerable pupils.	Attendance of identified pupils improves, and pupil voice and survey evidence demonstrate a stronger sense of belonging, safety and participation within school.
Enhanced inclusive practice and universal provision across the school.	Staff demonstrate increased confidence and consistency in meeting a wider range of needs through adaptive teaching and inclusive approaches, evidenced through monitoring, staff feedback and SEND reviews.
Increased participation of pupils with SEND in wider curriculum opportunities.	Monitoring shows greater participation in enrichment activities, outdoor learning and wider school experiences.

Review of the previous academic year

As this is the first year of the Inclusion Strategy under the IMF framework, no formal review is available. Baseline measures have been established through attendance analysis, behaviour monitoring, SEND reviews, parent consultation and pupil voice activities. These measures will be used to evaluate impact throughout 2026/27 and inform future strategic planning

Further Information (optional)

The school recognises that inclusion is the responsibility of all staff. Inclusive practice is embedded within quality-first teaching, adaptive classroom practice and wider school systems to ensure that pupils with SEND and additional needs can access the full curriculum and wider opportunities alongside their peers.

Development of this strategy has been informed by:

- Pupil voice activities conducted through class discussions and SEND review meetings.
- Parent consultations and annual review discussions.
- Attendance and behaviour analysis.
- SEND monitoring and provision mapping.
- Staff consultation regarding emerging needs and barriers to learning.
- The Department for Education Inclusive Mainstream Fund guidance and seven principles of inclusion.
- EEF evidence relating to Social and Emotional Learning and Outdoor Adventure Learning.

Through pupil voice activities and SEND review meetings, pupils identified that they value opportunities to learn outdoors, reporting that these experiences help them to feel calm, focused and confident. Pupils also highlighted the importance of understanding emotions, friendships and resilience, influencing the decision to implement the MyHappyMind programme across the school.

Parents identified a need for increased support around emotional wellbeing, confidence and self-regulation, particularly following periods of anxiety or reduced attendance. This feedback has informed the priorities within this strategy.

Forest School provision has been prioritised following pupil voice, staff observations and SEND reviews which identified a need for greater opportunities to develop resilience, confidence, communication and emotional regulation through practical and experiential learning. Whilst direct delivery is initially focused on KS2 pupils where need is greatest, the investment will build whole-school capacity through staff development, resources and pedagogical approaches that can be embedded across all year groups, strengthening the school's universal offer over time.

In addition, the school will offer a Forest School extra-curricular club accessible to all pupils. This will provide further opportunities for outdoor learning, social development, wellbeing and participation beyond the school day. This universal offer will further support inclusion by ensuring that all children, including those with SEND and additional needs, can access high-quality enrichment experiences alongside their peers.

Monitoring and Evaluation
The priorities within this strategy align with the School Development Plan and have been reviewed by governors as part of the school's ongoing commitment to inclusion and school improvement.

The impact of this strategy will be evaluated through:

- Attendance monitoring.
- Behaviour and wellbeing records.
- Pupil voice surveys and discussions.
- Parent feedback.
- SEND reviews and provision mapping.
- Participation in enrichment and wider curriculum activities.
- Staff evaluations of inclusive practice.
- Progress and attainment information where appropriate.

The strategy will be reviewed termly by senior leaders and governors to evaluate impact and inform future priorities.

Findings from monitoring activities will be used to adapt provision, inform future school improvement priorities and ensure that resources continue to be allocated where they have the greatest impact on inclusion.