Inclusion Strategy – Heald Place Primary School

2026–2029 | Every Child a Confident Learner: Belonging, Participation and Achievement for All

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	Sep 2026 - 2029
Date this statement was published	September 2026
Date on which it will be reviewed	Annually: September 2027 and September 2028; full strategy review and refresh in September 2029
Statement authorised by	Hatim Kapacee September 2026

Statement of intent

At Heald Place Primary School serves a rich and diverse community in the heart of Manchester, we recognise that every child arrives with their own strengths, experiences, culture, language, interests and needs. We believe these differences enrich our school and strengthen our community. Inclusion is not something we do for a particular group of children; it is the way we lead, teach and work together. We are committed to removing barriers to learning and participation so that every child has genuine opportunities to achieve, contribute and succeed.

In our school, inclusion means that every pupil feels safe, respected and connected. We want children to know that they matter, that their voice is important and that they have a right to learn in an environment where they are treated with dignity, kindness and fairness. We strive to create a culture where children celebrate difference, develop empathy, build positive relationships and gain the confidence to be themselves. Our Rights Respecting approach helps children understand both their rights and their responsibilities as members of an inclusive community.

We believe that inclusion and high achievement go hand in hand. Through high-quality teaching, adaptive practice, early identification of need and effective partnership with families, we ensure that barriers to attendance, participation and achievement are identified and addressed as early as possible. We are committed to ensuring that every pupil can access, participate in and achieve within a broad, rich and ambitious curriculum, while taking a full and active part in the wider life of our school. We maintain ambitious aspirations for every child and recognise that success may look different for different learners. By providing the right support at the right time, we enable pupils to develop the knowledge, skills, confidence and resilience needed to thrive.

We want families to feel welcomed, respected and valued as partners in their child's education. We are committed to working collaboratively with parents, carers and external agencies to ensure that every child and family feels supported, understood and included within our school community. **"Every Child a Confident Learner"**

At Heald Place, inclusion is implemented through a graduated and responsive approach which recognises that barriers to learning may arise for any pupil at any point in their educational journey.

Whilst we fulfil our statutory duties under the SEND Code of Practice, our definition of inclusion extends beyond SEND and we follow the following cycle: **Assess (Identify) → Plan (Understand) → Do (Support) → Review.**

Communication, Language and Reading as a golden thread

Communication and language sit at the heart of our core teaching principles and underpin all aspects of inclusion. We believe that every teacher is a teacher of language and that high-quality classroom practice is the most important factor in enabling pupils to succeed. Our approach focuses on creating communication-friendly classrooms, explicitly teaching and developing vocabulary, using clear modelling and scaffolding, and ensuring that pupils can understand, participate and express themselves with confidence.

Reading is a key route to equity, curriculum access and future achievement. Every teacher has a responsibility to make the language and texts of their subject accessible. This includes explicitly teaching essential vocabulary and background knowledge, modelling how to make meaning from texts, using appropriate scaffolds and checking that pupils can understand and apply what they read. Reading should enable pupils to access the full curriculum, not become an avoidable barrier to participation.

Assessment and support will be responsive to individual need. Where pupils are learning English as an additional language, leaders and teachers will distinguish, as far as possible, between English language acquisition and literacy difficulties or SEND, avoiding assumptions based on EAL status alone. Targeted reading support will be reviewed for its impact on progress, independence and access to classroom learning.

Seven areas of inclusion

We believe that when children feel safe, valued and included, they develop the confidence to learn, achieve and flourish as active members of our school and wider community. Our strategy is organised around seven interconnected areas, developed to reflect our school vision, the needs of our pupils and our commitment to ensuring that every child is a confident learner. Our seven areas are interconnected and should be understood as part of a whole-school approach, rather than as separate initiatives. Together, they guide our priorities, inform decisions about provision and support us in evaluating the impact of our work on pupils' experiences, participation, progress and outcomes.

Area of Inclusion	Current Strengths	Developments
1. Ambitious Leadership and Governance	Inclusion is central to school improvement priorities and led through the work of leaders responsible for SEND, safeguarding, attendance and inclusion. Governors receive regular updates regarding vulnerable groups and monitor progress carefully.	Further strengthen governor oversight of inclusion measures and develop a formal annual Inclusion Impact Report.
2. Early Identification and Responsive Support	Robust SEND identification systems, graduated response procedures, attendance monitoring, safeguarding processes and multi-agency working support early intervention.	Further strengthen identification of communication, language and emotional wellbeing needs within EYFS and at transition points.
3. High-Quality Teaching and Adaptive Practice	Adaptive teaching is embedded within classroom practice. Staff make effective use of pre-teaching, vocabulary instruction, scaffolding, visual support and targeted interventions.	Further improve consistency of adaptive practice across all year groups and subjects through professional development, coaching, lesson study, monitoring activities and the continued development of communication-friendly classrooms.
4. Participation, Enrichment and Opportunity	Pupils benefit from a broad curriculum, educational visits, sporting opportunities, pupil leadership and wider enrichment experiences.	Increase participation rates for pupils with SEND, persistent absence and other vulnerable groups in clubs, educational visits and leadership opportunities.
5. Culture, Belonging and Attendance	Strong relationships, restorative approaches, Rights Respecting principles and our commitment to ensuring that every child is a confident learner promote belonging, emotional safety and positive participation. Attendance systems support early intervention, strong family engagement and inclusive practice across the school.	Reduce persistent absence and causes for Severely Absent. Improve attendance for vulnerable groups and strengthen support for pupils experiencing attendance barriers linked to anxiety, SEND, EAL, disadvantage and wider family vulnerability.
6. Partnership with Families and External Services	Strong relationships with families and effective partnership working with health, social care, Early Help and educational services.	Increase parental participation in review meetings, inclusion planning and school improvement activities.
7. Inclusive Environments	Classrooms are supportive, welcoming, accessible and increasingly communication friendly. Inclusion Support Base provision supports pupils with significant communication and interaction needs.	Further develop communication-supportive environments and ensure consistency of inclusive classroom practice across all phases.

Cohort profile (2025–2026 baseline; future-year figures to be added following annual review).

Cohort Characteristic	2025-2026	October 2026	2026 - 2027	2027 -2028	2028 -2029
Total Number of pupils	579	544			
Pupils identified with SEND	19%	18.1%			
Pupils with an EHCP	4.3%	5%			
Pupils with English as an Additional Language (EAL)	93.1%	92.3%			
Pupils eligible for Pupil Premium	53%	61%			
Whole School Attendance	94%	96.3%			
Pupil Premium Attendance	93.7%	96.4%			
SEND Attendance	93.8%	96.6%			
EHCP Attendance	91.4%	94%			
Persistent Absence	14.9% (86 pupils)	10.7% (60 pupils)			
Severely Absent	1% (6 pupils)	0.2% (1 pupil)			

Barriers to learning and participation

Barrier	Identified need
1 Communication and Language Development	Barrier 1 - Difficulties understanding and using language can limit access to learning, social interaction, independence and participation. As a highly multilingual school, communication and language development are central to our inclusive approach and are the foundation upon which successful learning is built.
2 Emotional Wellbeing, Self-Regulation and Mental Health	Barrier 2- Some pupils experience barriers relating to emotional wellbeing, anxiety, trauma, self-regulation or social and emotional development. These factors can affect engagement, relationships, attendance and readiness to learn.
3 Attendance, Engagement and Participation	Barrier 3 - Irregular attendance, emotionally-based barriers to school attendance, family circumstances and other vulnerabilities can reduce access to learning, enrichment opportunities and positive relationships. Ensuring that all pupils feel safe, welcomed and connected to school is fundamental to improving participation.
4 - Curriculum Access and Achievement	Barrier 4 -Some pupils require additional support to access an increasingly ambitious curriculum. Barriers may arise from SEND, interrupted education, language acquisition, disadvantage or other vulnerabilities. Without appropriate support and adaptive teaching, these barriers can impact achievement and long-term outcomes.
5 - Disadvantage, Belonging and Equity of Opportunity	Barrier 5 -Socio-economic disadvantage and wider vulnerability factors can affect learning, attendance, wellbeing, aspirations and access to opportunities beyond the classroom. Some pupils experience multiple overlapping barriers, making it essential that support is coordinated, responsive and rooted in strong relationships with families and external agencies.

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Four strategic priorities

Based upon our cohort analysis, four strategic priorities will drive school improvement over the next three years:

Priority	Intended Impact
Communication, Language and Reading for All	Improved access to learning through oral language, vocabulary, early reading, fluency, comprehension and participation across the curriculum.
Belonging, Wellbeing and Attendance	Reduced attendance barriers and increased pupil engagement, confidence, emotional wellbeing and readiness to learn.
High-Quality Adaptive Teaching	Consistent, adaptive and inclusive classroom practice across all phases and subjects, including explicit teaching of the language and reading demands of learning.
Achievement, Equity and Opportunity	Improved progress, attainment, curriculum access and participation for pupils with SEND, pupils eligible for Pupil Premium funding, pupils learning English as an additional language and other vulnerable groups.

Investment and resource allocation

Our funding is drawn from delegated school funding, the notional SEND budget, Pupil Premium, local authority funding, EHCP top-up funding and wider school resources. We bring these resources together to strengthen our universal provision whilst ensuring that children who need additional or specialist support receive the right help at the right time. At Heald Place, communication, language and reading are at the heart of our inclusive approach. We prioritise investment in high-quality adaptive teaching, communication-friendly classrooms, early language development and reading support because we recognise that these are fundamental to children's ability to access the curriculum and become confident, independent learners.

Alongside this, we invest in provision that responds directly to the needs of our pupils. This includes our Inclusion Support Base for children with significant communication and interaction needs, Speech and Language Therapy programmes, targeted English language teaching for International New Arrival pupils, additional teaching assistant support, and pastoral and emotional wellbeing provision. Our attendance, safeguarding and family support work also plays an essential role in helping children overcome barriers that may affect their readiness to learn, sense of belonging and participation in school life.

We are equally committed to ensuring that every child can experience the wider opportunities that school provides. Investment in accessible learning environments, appropriate resources, staff professional development, educational visits and enrichment opportunities helps us ensure that disadvantage or additional need does not prevent children from participating fully in school life.

Our decisions about funding and staffing are informed by what we know about our children and families. Leaders regularly consider attendance, attainment, reading progress, SEND and EAL information, safeguarding and wellbeing needs, alongside the views of pupils, parents and staff. This enables us to identify emerging needs, evaluate the effectiveness of our provision and adapt resources where they can make the greatest difference.

Governance and accountability

The Governing Body, Headteacher, Senior Leadership Team and Inclusion Team review attendance, attainment, reading, participation, safeguarding, behaviour, SEND provision, pupil/parent/staff voice, resource use and governor monitoring at least termly. An annual Inclusion Impact Report informs school improvement planning and allocation of resources.

Annual review cycle

The Inclusion Lead and senior leaders will evaluate progress against the agreed indicators, provision impact and expenditure each summer. Governors will scrutinise the annual Inclusion Impact Report in September 2027 and September 2028 and agree any revisions to provision, targets and funding. A full review and refreshed strategy will be completed in September 2029.

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Activities this year and implementation plan

Activity 1:

	Detail
Planned provision / barriers	**Further strengthen communication-friendly classrooms across all phases through explicit vocabulary teaching, visual supports, pre-teaching, structured talk and scaffolds. Embed language-rich reading experiences and access to texts. Barriers 1, 4 and 5.**
Provision type	Universal
Evidence of impact	Learning walks and planning reviews show consistent vocabulary, visual and structured-talk approaches; pupil work and assessment show improved language and reading access.
Lead responsibility	Headteacher, SENDCo/Inclusion Lead
Timescale / review point	Autumn 2026 – July 2027: Establish consistent expectations and develop classroom practice. Review implementation termly through learning walks, planning scrutiny and pupil voice. Continue refinement throughout 2027–2029.
IMF and core budget allocations	Core Budget
Linked inclusion priority	All four priorities
Evidence-informed rationale	EEF: Special Education Needs in Mainstream Schools; EEF: Improving Literacy in Key Stage 1 and Key Stage 2.

Activity 2:

	Detail
Planned provision / barriers	**Further strengthen and sustain Speech and Language Therapy programmes, social communication groups and specialist interventions for identified communication and interaction needs, including language required to access reading and learning. Barriers 1, 4 and 5.**
Provision type	Targeted
Evidence of impact	Individual communication targets reviewed; SALT and intervention records show progress in expressive/receptive language, interaction and classroom participation.
Lead responsibility	SENDCo/Inclusion Lead
Timescale / review point	Ongoing, September 2026 – July 2029: Deliver targeted programmes throughout each academic year. Review individual pupil targets at least termly, with an annual evaluation of provision and impact.
IMF and core budget allocations	£12,705 per year – pupil premium fund
Linked inclusion priority	Communication, Language and Reading for All
Evidence-informed rationale	DfE and Department of Health: SEND Code of Practice (0–25 years); EEF: Oral Language Interventions.

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Activity 3:

	Detail
Planned provision / barriers	**Further strengthen and expand the Inclusion Support Base learning environment, including extending the physical size of the current provision to create additional capacity and more flexible, purpose-designed learning spaces. Addresses Barriers 1, 2, 4 and 5.**
Provision type	Targeted
Evidence of impact	Pupils demonstrate improved communication, emotional regulation, engagement, independence and progress against individual learning targets; staff observations, provision reviews and pupil/parent voice demonstrate the positive impact of the environment; increased opportunities for pupils to access mainstream learning and wider school activities, where appropriate to their individual needs.
Lead responsibility	Headteacher, SENDCo/Inclusion Lead and School Business Manager, with governor oversight.
Timescale / review point	2026–2027: Implement the agreed extension and environmental improvements, subject to approvals and funding. 2028–2029: Evaluate the impact of the expanded provision on pupil outcomes, participation and capacity. Review progress termly.
IMF and core budget allocations	£399,876.02 total (£15,000 from IMF)
Linked inclusion priority	Communication, Language and Reading for All; Belonging, Wellbeing and Attendance; High-Quality Adaptive Teaching; Achievement, Equity and Opportunity.
Evidence-informed rationale	DfE and Department of Health: SEND Code of Practice (0–25 years); Equality Act 2010 (reasonable adjustments).

Activity 4:

	Detail
Planned provision / barriers	**Deliver whole-school professional development in adaptive teaching, metacognition, executive functioning, scaffolding, EAL strategies and inclusive practice, with explicit attention to reading, vocabulary and curriculum access. Barriers 1, 4 and 5.**
Provision type	Universal
Evidence of impact	CPD participation and coaching reviews; monitoring demonstrates improved adaptive practice, access to texts and reading/vocabulary development.
Lead responsibility	Headteacher, SENDCo/Inclusion Lead, SLT
Timescale / review point	Autumn 2026 – July 2027: Deliver CPD and coaching programme. Monitor implementation termly. 2027–2029: Embed, refine and evaluate consistency across all phases.
IMF and core budget allocations	Core Budget
Linked inclusion priority	High-Quality Adaptive Teaching
Evidence-informed rationale	EEF: Special Education Needs in Mainstream Schools; EEF: Metacognition and Self-Regulated Learning.

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Activity 5:

	Detail
Planned provision / barriers	**Provide targeted Language and Literacy Development Intervention (INA and SEND). Addresses Barriers 1, 4 and 5.**
Provision type	Targeted
Evidence of impact	Initial English language proficiency assessments establish individual starting points. Termly assessments demonstrate progress in speaking, listening, reading and writing. Pupils demonstrate increased understanding and use of curriculum vocabulary, improved confidence in communicating with adults and peers, and greater independence in accessing classroom learning. Class teacher assessments, intervention records, pupil voice and work scrutiny provide evidence of improved curriculum access, engagement and participation. Progress is reviewed against individual starting points and English language acquisition needs.
Lead responsibility	Inclusion Lead and Qualified Teacher, supported by class teachers and overseen by the SLT
Timescale / review point	Ongoing, September 2026 – July 2029: Targeted English language teaching delivered three times per week in every year group throughout each academic year. Initial assessment completed on entry to the school, with individual language development needs identified. Termly: Review English language acquisition, progress and curriculum access, adapting teaching accordingly. Annually: Evaluate the impact of INA provision on language development, attainment, participation and successful integration into mainstream learning.
IMF and core budget allocations	£39,944 from Pupil Premium
Linked inclusion priority	Communication, Language and Reading for All and Achievement, Equity and Opportunity Belonging, Wellbeing and Attendance
Evidence-informed rationale	Bell Foundation: EAL Assessment Framework for Schools; EEF: Oral Language Interventions.

Activity 6:

	Detail
Planned provision / barriers	**Maintain additional Teacher and Teaching Assistant capacity to support inclusion, independence and targeted intervention, including structured reading and language support where identified. Barriers 1, 2, 4 and 5.**
Provision type	Universal and Targeted
Evidence of impact	Deployment and intervention reviews show pupil progress, increased independence and reduced reliance on adult prompting; reading support evaluated where delivered.
Lead responsibility	Headteacher, SENDCo/Inclusion Lead
Timescale / review point	Ongoing, September 2026 – July 2029: Review staffing deployment and targeted intervention impact termly. Undertake an annual review of effectiveness, pupil independence and resource allocation.
IMF and core budget allocations	£248,851 (£10,000 IMF)
Linked inclusion priority	Belonging, Wellbeing and Attendance
Evidence-informed rationale	EEF: Making Best Use of Teaching Assistants; EEF: Special Education Needs in Mainstream Schools.

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Activity 7:

	Detail
Planned provision / barriers	**Further strengthen emotional wellbeing and self-regulation provision through Zones of Regulation, pastoral support, mentoring, nurture approaches and therapeutic interventions. Barriers 2, 3 and 5.**
Provision type	Universal and Targeted
Evidence of impact	Pupil voice, pastoral reviews and behaviour/SEMH records indicate stronger self-regulation, wellbeing and engagement.
Lead responsibility	SENDCo/Inclusion Lead, DHT
Timescale / review point	Autumn 2026 – July 2027: Strengthen consistent approaches to emotional regulation and pastoral support. Review targeted interventions termly. 2027–2029: Evaluate and refine provision annually.
IMF and core budget allocations	£641 IMF
Linked inclusion priority	Achievement, Equity and Opportunity
Evidence-informed rationale	EEF: Improving Social and Emotional Learning in Primary Schools; DfE: Behaviour in Schools.

Activity 8:

	Detail
Planned provision / barriers	**Further strengthen attendance support through early identification, monitoring, family support, home visits, TAC meetings, EBSA planning and multi-agency working. Barriers 2, 3 and 5.**
Provision type	Targeted
Evidence of impact	Attendance and persistent-absence trends for supported pupils; case reviews record engagement with families and impact of agreed support.
Lead responsibility	DSL, Inclusion Lead, Attendance Officer
Timescale / review point	Ongoing, September 2026 – July 2029: Monitor attendance regularly, with targeted case reviews as required. Review vulnerable-group attendance and persistent absence termly, with annual evaluation of impact.
IMF and core budget allocations	Core Budget
Linked inclusion priority	All four priorities
Evidence-informed rationale	DfE: Working Together to Improve School Attendance; DfE: Supporting Pupils with Medical Conditions at School (where relevant).

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Activity 9:

	Detail
Planned provision / barriers	**Extend and evaluate Heald Place's inclusive enrichment entitlement so pupils experience arts, culture, sport, outdoor learning, educational visits and wider community opportunities This activity builds on the core programme described in Activity 9. Barriers 1, 2, 3, 4 and 5.**
Provision type	Universal and Targeted
Evidence of impact	Participation registers for visits, clubs, sport and leadership analysed by SEND, Pupil Premium, EAL and attendance groups; reductions in participation gaps; pupil and family voice demonstrates improved confidence, belonging and wider experiences; curriculum work evidences language and learning connections.
Lead responsibility	Headteacher, SENDCo/Inclusion Lead, curriculum leaders and School Business Manager
Timescale / review point	Ongoing, September 2026 – July 2029: Audit the enrichment offer and barriers to access annually; monitor participation termly; review financial and practical support and evaluate impact annually.
IMF and core budget allocations	£35,000 from Pupil Premium fund
Linked inclusion priority	Achievement, Equity and Opportunity; Belonging, Wellbeing and Attendance; Communication, Language and Reading for All
Evidence-informed rationale	EEF: Arts Participation; EEF: Outdoor Adventure Learning; EEF: Physical Activity.

Activity 10:

	Detail
Planned provision / barriers	**Continue safeguarding, family support and multi-agency working to reduce barriers associated with family circumstances, poverty, social care involvement and vulnerability. Barriers 2, 3, 4 and 5.**
Provision type	Targeted
Evidence of impact	Case reviews and multi-agency records show timely coordinated support; attendance, engagement and wellbeing outcomes monitored.
Lead responsibility	DSL, Inclusion Lead
Timescale / review point	Ongoing, September 2026 – July 2029: Review individual cases in accordance with safeguarding procedures and identified need. Evaluate wider patterns, partnership effectiveness and inclusion impact termly.
IMF and core budget allocations	Core Budget
Linked inclusion priority	All four priorities
Evidence-informed rationale	DfE: Working Together to Safeguard Children; DfE and Department of Health: SEND Code of Practice.

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Activity 11:

	Detail
Planned provision / barriers	**Further strengthen parent partnership through SEND reviews, coffee mornings, attendance and transition meetings, workshops and inclusion consultations; include opportunities to support language and reading at home. Barriers 2, 3 and 5.**
Provision type	Universal
Evidence of impact	Family participation in reviews and workshops; parent feedback and follow-up actions demonstrate improved partnership and continuity.
Lead responsibility	DSL, Inclusion Lead, SLT
Timescale / review point	Ongoing, September 2026 – July 2029 Strengthen consultation, workshops and engagement opportunities from autumn 2026. Review participation and feedback termly, with an annual evaluation of family engagement.
IMF and core budget allocations	Core Budget
Linked inclusion priority	All four priorities
Evidence-informed rationale	EEF: Working with Parents to Support Children's Learning; DfE and Department of Health: SEND Code of Practice.

Activity 12:

	Detail
Planned provision / barriers	**Continue to invest in inclusive learning environments, reasonable adjustments, assistive technology, sensory and adaptive classroom resources, including accessible reading materials where needed. Barriers 1, 2, 4 and 5.**
Provision type	Universal
Evidence of impact	Accessibility audits, pupil/staff feedback and provision reviews show effective reasonable adjustments, sensory support and improved access to reading and learning.
Lead responsibility	Headteacher, SENDCo/Inclusion Lead, SBM
Timescale / review point	Autumn 2026 – July 2029:
IMF and core budget allocations	£2000 - IMF
Linked inclusion priority	All four priorities
Evidence-informed rationale	Equality Act 2010; DfE: SEND Code of Practice (0–25 years); EEF: Special Education Needs in Mainstream Schools.

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Activity 13:

	Detail
Planned provision / barriers	**Commission and use an annual Educational Psychology Service Level Agreement (SLA) to provide consultation, assessment where appropriate, staff coaching, advice and professional development. Work with families and external agencies to identify learning, communication, emotional wellbeing and regulation needs early; translate recommendations into adaptive teaching, personalised provision and graduated-response reviews. Barriers 1, 2, 3, 4 and 5.**
Provision type	Universal and Targeted
Evidence of impact	EP consultation and assessment records; staff coaching evaluations; recommendations reflected in assess–plan–do–review cycles and classroom adaptations; progress against individual outcomes, engagement and emotional wellbeing reviewed with families.
Lead responsibility	SENDCo/Inclusion Lead, Headteacher and Educational Psychology Service
Timescale / review point	Annual SLA. Agree priorities and allocation each academic year; review individual recommendations and provision at least termly; evaluate service impact annually.
IMF funding	£13,200 (£3,200 IMF)
Linked inclusion priority	High-Quality Adaptive Teaching; Belonging, Wellbeing and Attendance; Achievement, Equity and Opportunity
Evidence-informed rationale	DfE and Department of Health: SEND Code of Practice (0–25 years); EEF: Special Education Needs in Mainstream Schools.

Activity 14:

	Detail
Planned provision / barriers	**Commission and sustain specialist Speech and Language Therapy support through the school's agreed service-level arrangements, complementing Activity 2. Secure specialist assessment, consultation, modelling, staff training and advice to strengthen early identification and provision for speech, language and communication needs. Embed therapy recommendations in communication-friendly classrooms, targeted programmes, vocabulary development and access to reading, with parents and staff working together. Barriers 1, 4 and 5.**
Provision type	Universal and Targeted
Evidence of impact	Speech and language assessments, therapy plans and reviews; staff training and implementation records; termly progress against receptive/expressive language and interaction targets; improved participation, vocabulary and access to reading and classroom learning.
Lead responsibility	SENDCo/Inclusion Lead, Speech and Language Therapy Service and class teachers
Timescale / review point	Annual commissioning/review: Agree service priorities annually; implement programmes throughout the year; review pupil targets termly and evaluate SLA effectiveness annually.
IMF and core budget allocations	£12,705 per year – pupil premium fund
Linked inclusion priority	Communication, Language and Reading for All; High-Quality Adaptive Teaching; Achievement, Equity and Opportunity
Evidence-informed rationale	DfE and Department of Health: SEND Code of Practice (0–25 years); EEF: Oral Language Interventions.

TOTAL IMF FUNDING £30,841

Intended Outcomes

Intended outcome	Success criteria and evidence
Improved communication, language development and curriculum access, enabling pupils to access learning and participate fully in school life.	• Increased proportion of pupils meeting age-related expectations in communication, language, reading and writing. • Pupils with speech, language and communication needs demonstrate progress against individual targets. • Learning walks and monitoring evidence show communication-friendly practice consistently embedded across the school. • Pupil voice demonstrates increased confidence in speaking, listening and participating in lessons.
High-quality adaptive teaching is consistently embedded across all classrooms.	• Monitoring demonstrates consistent use of adaptive teaching strategies across all phases. • Staff confidence in meeting a range of learning needs increases through professional development and coaching. • Pupils with SEND, EAL and other vulnerable groups demonstrate improved curriculum access and engagement. • Classroom observations show inclusive practice is evident in all classrooms.
Attendance improves for pupils experiencing barriers to participation.	• Overall attendance remains above national averages where possible. • Persistent absence reduces year-on-year. • SEND attendance improves and moves closer to whole-school attendance rates • Improved attendance for pupils experiencing disadvantage, SEND, emotional wellbeing needs and safeguarding vulnerabilities.
Pupils demonstrate improved emotional wellbeing, self-regulation and readiness to learn.	• Reduction in behaviour incidents linked to dysregulation and unmet need. • Increased pupil confidence in identifying and managing emotions. • Pupil voice indicates that children feel safe, supported and included. • Increased engagement in learning and wider school activities.
Achievement improves for vulnerable groups, including pupils with SEND, pupils eligible for Pupil Premium funding and pupils learning English as an Additional Language.	• Progress and attainment data demonstrate that vulnerable groups are making at least expected progress from their starting points. • Attainment gaps between vulnerable groups and their peers reduce over time. • Increased proportion of pupils achieving age-related expectations across the curriculum. • Pupils successfully access and engage in the full curriculum offer.
A stronger sense of belonging is experienced by all pupils.	• Pupil voice demonstrates that children feel valued, respected and included. • Increased participation in enrichment opportunities, educational visits, clubs and leadership roles across all groups of pupils. • Reduced incidents of bullying, discrimination and relational conflict. • Monitoring demonstrates positive relationships across the school community.
Parents and carers feel informed, involved and empowered to support their children.	• Increased parental participation in reviews, workshops, coffee mornings and school events. • Parent surveys demonstrate positive views of communication and support. • Families report feeling listened to and involved in decision-making. • Improved partnership working between home, school and external agencies.
Inclusive practice is embedded across the whole school and understood as everyone's responsibility.	• Inclusion priorities are embedded within school improvement planning. • Staff demonstrate shared ownership of inclusive practice. • Governors receive and scrutinise regular inclusion impact information. • Monitoring demonstrates that inclusion is evident in leadership, teaching, behaviour, attendance, safeguarding and curriculum provision.

Review of the previous academic year

Annual review and impact evaluation (complete from 2027 onwards). Assess progress against outcomes, including engagement, participation, attendance, belonging, attainment and the experience of pupils with additional needs and SEND. Identify what worked, what did not and how the evidence has shaped the next year's activity.

[ADD ANNUAL REVIEW: key outcomes, data analysis, pupil and family voice, effective approaches, areas for improvement and changes to the strategy.]

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