Inclusion Strategy

Asfordby Hill Primary School 2026-2027

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	**2026/2027**
Date this statement was published	**6th October 2026**
Date on which it will be reviewed	**5th October 2027**
Statement authorised by	**FSAP**

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).

Statement of Intent

Asfordby Hill Primary School is committed to an inclusive school where every child is valued, supported and able to participate fully in learning and school life. Our ultimate objective is that children with additional needs and SEND learn alongside their peers, make strong academic and personal progress, and feel a clear sense of belonging. This strategy uses our core budget (including the notional SEN allocation) together with the

Inclusive Mainstream Fund to strengthen our universal offer and provide targeted support where needs exceed what good classroom practice can meet.

We will achieve these objectives by: (a) strengthening high-quality adaptive teaching across the school so that most barriers are removed in the classroom; (b) prioritising early identification and evidence-based early intervention for emerging needs; (c) improving family partnerships so parents can use and reinforce strategies at home; and (d) making focused accessibility and environmental improvements. The DfE's seven principles of inclusion are embedded in each chosen activity and in how we govern, resource and evaluate our work. Our approach follows the EEF's guidance on supporting pupils with SEND and the DfE's IMF best-practice steer to bias investment toward a stronger universal offer, early intervention and workforce development Special Educational Needs in Mainstream Schools (EEF guidance report) and Inclusive mainstream fund: best practice for schools (DfE).

This strategy was developed with input from staff, governors, parents and local partners. We consulted families via surveys and staff through discussions led by the SENCo and SLT; their feedback shaped the priorities: improving spelling and transcription support for children with dyslexic traits, making SEND targets specific and useful, and embedding parent communication and increasing involvement. We will report annually to governors and publish this statement on the school website so parents, Ofsted and partners can see how funding is deployed and what impact it achieves.

Section 2 below lists the specific barriers we will address. The activities set out in Section 3 are a focused set of approaches (fewer things done well) that map to the DfE's seven principles and to our local needs.

This details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support.

Number	Detail of barrier to learning
1	Increasing prevalence of children showing dyslexia diagnosis or dyslexic traits, with spelling and transcription (spelling, handwriting/typing fluency) most affected. This trend has been notable over recent cohorts and is reducing pupils' written composition, slowing attainment in writing and creating frustration and reduced confidence for some children.
2	SEND register targets are inconsistent in clarity and usefulness: too many pupils have targets that are not sufficiently specific, measurable or focused on small, teachable steps (not SMART) or too many targets, which reduces the

	effectiveness of review cycles and classroom planning. This limits how teachers, TAs and families support progress.
3	Parental communication and involvement in SEND targets and day-to-day strategies is variable. Some families want clearer, more accessible information about targets and how to support learning at home. This reduces inconsistency between school and home.

“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	Activity type	Total budgeted cost
Whole-school CPD programme (termly cycles) for adaptive teaching focused on the EEF “five-a-day” approaches (explicit instruction, scaffolding, cognitive & metacognitive strategies, flexible grouping, use of technology). CPD will be delivered through RISE/ DfE-recommended universal resources and internal coaching so classroom practice embeds inclusive, high-quality teaching for all. Evidence: Special Educational Needs in Mainstream Schools (EEF guidance report) and RISE support for inclusive mainstream education (DfE). Principle: high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 1, 2	universal	£2,430 + core budget
Implement and strengthen a systematic whole-school approach to spelling and transcription fluency (daily short transcription/spelling practice, explicit spelling instruction aligned to phonics sequencing, writing-planning scaffolds). Approach grounded in EEF reading/writing guidance (Simple View frameworks and phonics evidence), with specialist support for staff to adapt for dyslexic profiles. Evidence: Special Educational Needs in Mainstream Schools (EEF guidance report) and EEF phonics/reading guidance summaries. Principle: high quality adaptive teaching with curriculum designed for all learners. Barriers addressed: 1, 2	universal	£1,945
Targeted small-group structured spelling and transcription interventions for pupils with dyslexic traits (short-term, evidence-informed programmes selected from EEF	targeted	£1,945

Promising Programmes and monitored closely for fidelity or own research -Precision Teaching CEW words). Delivered by trained TAs with clear entry/exit criteria and fidelity checks. Evidence: Promising Programmes (EEF) and implementation guidance Guide to implementation (EEF). Principle: evidence-based support prioritising early intervention. Barriers addressed: 1		
SENCo-led review and rewrite of SEND targets and provision maps to ensure each target is specific, measurable, attainable, relevant and time-bound (SMART), with clear classroom strategies and parent-facing summaries. Training for teachers and governors on effective target-setting and graduated approach (assess-plan-do-review) using EEF SEND guidance. Evidence: Special Educational Needs in Mainstream Schools (EEF guidance report). Principle: ambitious leadership and governance that embeds inclusion. Barriers addressed: 2	targeted	£972
Strengthen family partnerships and two-way communication: develop concise parent guides to classroom strategies (scaffolds and home activities), termly parent workshops/coffee mornings, and an accessible online platform for accessing targets and resources. Staff will share short, practical strategies families can use to reinforce targets. Evidence: EEF guidance on sharing scaffolds with parents and the Resource library for educators (Speech and Language UK) and DfE IMF guidance on partnerships. Principle: strong partnerships with families and wider services. Barriers addressed: 2, 3	universal	£972
Improve accessibility and classroom environment (visual supports, reduced clutter, assistive technology trials and staff training) to reduce cognitive load and support transcription/spelling for pupils with sensory or processing needs. Use DfE inclusive-estate guidance and RISE assistive technology material to prioritise small, high-impact adjustments. Evidence: Inclusive mainstream fund: best practice for schools (DfE) and RISE support for inclusive mainstream education (DfE). Principle: inclusive environments with continuous improvements to accessibility. Barriers addressed: 1, 3	universal	£1,460

Type	Amount
Universal Provision	**£6,807 (70%)**
Targeted Provision	**£2,917 (30%)**
Total	**£9,724**

"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
1. Improved spelling and transcription outcomes for pupils with dyslexic traits.	By end of strategy year: measurable improvement for targeted pupils on a validated spelling/transcription checklist (teacher assessments and termly spelling age or school-based measure); at least 70% of pupils receiving targeted intervention make accelerated progress over baseline (tracked each term).
2. More effective, actionable SEND targets that drive classroom practice.	All pupils on the SEND register have a maximum of 3 clear, time-bound SMART targets; internal audit shows 100% of targets include specific classroom strategies and measurable success criteria; teacher and parent satisfaction (survey) increases by at least 40% from baseline on usefulness of targets.
3. Stronger universal adaptive teaching across school.	Lesson observations and work scrutiny show consistent use of EEF five-a-day strategies in 85%+ of lessons; teacher CPD evaluation and pupil progress data show narrowing of attainment gaps for pupils with SEND in reading and writing.
4. Increased family engagement in target monitoring and home practice.	Parent coffee mornings/ workshop attendance and signed APDR paperwork usage increase; at least 60% of parents of pupils with SEND report they understand targets and strategies (parents survey); home-school checklist completed for targeted pupils each term.
5. Inclusive learning environments	Classrooms have agreed visual supports and assistive tools in place; recorded incidents of task-avoidance or withdrawal for

that reduce barriers to participation.	targeted pupils reduce against baseline; staff report increased confidence using assistive technology in termly audits.
6. Clear governance and evaluation of IMF and core spend for inclusion.	Governors receive termly reports detailing activity, classification (universal/targeted), and impact; an annual published impact statement demonstrates progress against the activities above and how IMF + core funds were allocated.

Sources and evidence used to shape this strategy: Inclusive mainstream fund: best practice for schools (DfE), RISE support for inclusive mainstream education (DfE), and Special Educational Needs in Mainstream Schools (EEF guidance report).