



Inclusion Strategy – Park Lane 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	2026-2027
Date this statement was published	01/09/2026
Date on which it will be reviewed	01/09/2027
Statement authorised by	Mrs F. Light-Rudland Acting Trust Head of Inclusion

Statement of intent

At Park Lane Primary & Nursery School, the Inclusive Mainstream Fund (IMF), introduced by the Department for Education (DfE), supports our ongoing commitment to developing a highly inclusive school environment for all pupils, including those with Special Educational Needs and Disabilities (SEND).

The fund enables us to strengthen our whole-school approach by improving early identification of need, reducing barriers to learning, and embedding inclusive practice across all aspects of school life. It complements our existing SEND provision and supports sustainable, evidence-informed approaches that improve participation, belonging, and outcomes for all pupils.

Our inclusion strategy (to be published by September 2026) is structured around seven key themes identified by the DfE as central to delivering effective inclusive practice:

Our key areas of focus

1. Ambitious leadership and governance

- Inclusion is embedded within whole-school strategic planning and decision-making

- Leaders maintain a clear understanding of cohort needs through robust data analysis
- Ongoing monitoring, evaluation, and peer review ensure high expectations and outcomes for all pupils

2. Evidence-based support and early intervention

- A strong emphasis on early identification through assessment, observation, and staff expertise
- Graduated response (APDR) cycles ensure targeted, timely, and purposeful intervention
- Provision is regularly reviewed to ensure impact and responsiveness to pupil needs

3. High-quality teaching and an inclusive curriculum

- Teaching is adaptive, ambitious, and responsive to the needs of all learners
- The curriculum is designed to be accessible and engaging for pupils with a wide range of needs
- Staff are trained, supported, and effectively deployed to deliver inclusive classroom practice

4. Accessible and enriching provision beyond the classroom

- All pupils are supported to access wider opportunities, including clubs, trips, and enrichment activities
- Provision supports personal development, independence, and preparation for next stages
- Barriers to participation are actively identified and removed

5. A safe and respectful culture that fosters belonging and attendance

- Strong emphasis on relationships, wellbeing, and emotional safety
- Clear and consistent approaches to behaviour and attendance support inclusion for all pupils
- Staff are supported and upskilled to meet a range of needs confidently and consistently

6. Strong partnerships with families and wider services

- Open, supportive communication with families to build trust and shared understanding
- Collaborative working with external professionals to meet pupil needs holistically
- Enhanced transition support, including additional planning, communication, and staffing where needed

7. Inclusive environments and improved accessibility

- Classrooms are organised to support focus, reduce distraction, and meet a range of sensory needs
- Ongoing improvements are made to ensure the physical and learning environment is fully accessible

- Thoughtful use of space and resources supports regulation, engagement, and independence

What this looks like in practice at Park Lane

In practice, this means that:

- Teachers use adaptive teaching strategies daily, ensuring all pupils can access learning while maintaining high expectations
- Pupils' needs are identified early, with structured support put in place quickly and reviewed regularly
- Interventions are targeted, time-bound, and evaluated, rather than open-ended
- Staff receive ongoing training and coaching, ensuring consistency and confidence in inclusive practice
- Pupils with SEND are supported to fully participate in school life, including enrichment opportunities
- Attendance and wellbeing are closely monitored, with early support and multi-agency working where needed
- Families are treated as partners, with clear, empathetic communication and shared planning
- Learning environments are purposefully designed to reduce barriers and support a wide range of needs

Park Lane Primary & Nursery School is committed to using the Inclusive Mainstream Fund to develop a consistent, high-quality, and sustainable approach to inclusion, ensuring that every pupil feels valued, supported, and able to succeed.

The development of our inclusion strategy has been informed by feedback from pupils, families, staff, governors, and external professionals. Through regular consultation, annual reviews, parent discussions, pupil voice activities, and collaboration with specialist services, we have identified priorities that reflect the needs of our school community. This ensures that our approach to inclusion remains responsive, meaningful, and aligned with the experiences of those we support.

The deployment of the Inclusive Mainstream Fund at Park Lane Primary & Nursery School is underpinned by a clear focus on measurable impact, ensuring that all actions lead to improved access, participation, and outcomes for pupils with SEND.

SEND Notional Budget 2026-2027: £247,433.17

Inclusive Mainstream Fund 2026-2027: £18,700.00

Total SNB and IMF: £266,133.17

Total Inclusion spend at Park Lane Primary and Nursery School: £314,735.90

Difference: £48,602.73

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 <i>(including notable trends or themes over time, such as a growing prevalence or increasing complexity)</i>
1	Increasing complexity of SEND and additional needs The school has seen an increasing number of pupils presenting with a range of additional needs, including communication and interaction difficulties, social, emotional and mental health needs, sensory differences, and learning difficulties. Many pupils require adjustments, targeted support, and coordinated multi-agency involvement to fully access learning and participate in school life.
2	Speech, language and communication development A significant proportion of pupils enter school with speech, language, communication, and vocabulary needs that impact their ability to access the curriculum, develop social relationships, and communicate their thoughts and feelings effectively. Early intervention and language-rich teaching approaches are required to reduce barriers to learning.
3	Social, emotional, mental health and wellbeing needs An increasing number of pupils require support with emotional regulation, resilience, anxiety, attendance, and wellbeing. These needs can affect engagement in learning, relationships with peers, and participation in wider school activities.
4	Attendance and engagement for vulnerable learners Some pupils, including those with SEND, disadvantaged pupils, and those experiencing family or social challenges, face barriers to consistent attendance and engagement. Interrupted attendance can impact academic progress, social inclusion, and confidence.
5	Access to an ambitious curriculum for all learners Some pupils require adaptive teaching approaches, scaffolded learning, assistive resources, and targeted interventions to ensure they can successfully access the full curriculum while maintaining high aspirations and expectations.
6	Development of independence and participation Some pupils require additional support to develop independence, self-regulation, communication skills, and confidence in order to participate fully in learning, enrichment activities, transitions, and wider school life.
7	Effective transitions and partnership working

	Some pupils experience increased difficulties during key transition points, including entry to Nursery, Reception, movement between year groups, and transfer to secondary education. Successful outcomes rely upon strong collaboration between families, education staff, and external professionals.
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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 <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Ambitious leadership and governance	Universal	SENDCo strategic leadership proportion (e.g. 10% SENDCo team cost) = £3,905.50
Evidence-based support and early intervention	Universal & Targeted	Support for Learning SLA (£1,500) + WellComm (£375) + YARC (£255.00) + Sandwell (£368.10) + SNAP (£235) + proportion of SENDCo time (£7,811) + Birmingham Toolkit £1,375.00 + EAL Framework £109.00 = £12,028.10
High-quality teaching and inclusive curriculum	Universal	Widgit (£229) + Coreboards (£50) + SENDCo CPD/development allocation (£3,905.50) + Birmingham Toolkit £1,375.00 + EAL Framework £109.00 = £5688.50
Accessible and enriching provision beyond the classroom	Universal & Targeted	TacPac (£132) + SENDCo coordination (£1,952.75) + Birmingham Toolkit £1,375.00 + EAL Framework £109.00 = £3,568.75

Safe and respectful culture fostering belonging and attendance	Universal & Targeted	Attendance support allocation (portion of attendance team cost) + communication resources (£279) = £5,000–£10,000 (depending on your IMF request)
Strong partnerships with families and wider services	Universal & Targeted	Speech & Language Link (£255) + SLA (£1,500) + SENDCo family liaison allocation (£3,905.50) = £5,660.00
Inclusive environments and improved accessibility	Universal	Widgit (£229) + Coreboards (£50) + TacPac (£132) = £411.00

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
1. Ambitious leadership and governance	
- Embed inclusion priorities within the School Improvement Plan (SIP) and SEND development plan - Termly analysis of SEND, attendance, behaviour and progress data (including PP/SEND overlap) - Establish peer review/learning walks focused on inclusive practice - Regular reporting to governors on the impact of SEND and inclusion strategies	- Clear inclusion priorities reflected in SDP and reviewed termly - Evidence of data-informed decision-making (e.g. provision adjusted in response to need) - Learning walk evidence shows consistent inclusive practice across classes - Governors can articulate the school's inclusion strategy and impact
Intended outcome	Success criteria
2. Evidence-based support and early intervention	
- Strengthen early identification through screening, teacher observation and SENDCo oversight - Embed consistent APDR cycles across all classes	- Increased proportion of pupils identified at an earlier stage of need - All SEND pupils have clearly documented APDR cycles (reviewed at least termly)

• Introduce/maintain evidence-based interventions with clear entry/exit criteria • Track intervention impact using measurable outcomes •	• Intervention data shows measurable progress against starting points • Reduced need for escalation to higher levels of support due to timely intervention
Intended outcome	Success criteria
3. High-quality teaching and an inclusive curriculum	
• Deliver ongoing CPD focused on adaptive teaching and inclusive classroom strategies • Develop teacher “cheat sheets” / guidance for common SEND needs (e.g. ADHD, ASD, dyslexia) • Ensure curriculum planning considers accessibility and representation for all learners • Deploy support staff strategically to scaffold independence •	• Lesson observations/learning walks show consistent use of adaptive teaching strategies • Staff confidence in supporting SEND improves (via staff voice/CPD evaluation) • Gaps in attainment/progress between SEND and non-SEND pupils begin to narrow • Reduced reliance on adult support, with increased pupil independence observed
Intended outcome	Success criteria
4. Accessible and enriching provision beyond the classroom	
• Audit participation in clubs, trips and wider opportunities for SEND pupils • Provide additional support or adaptations to enable full access (e.g. staffing, preparation) • Develop opportunities for independence and life skills (linked to preparation for adulthood) • Ensure reasonable adjustments are planned in advance for enrichment activities •	• Increased participation rates of SEND pupils in extracurricular activities • Positive pupil voice reflecting enjoyment and inclusion in wider school life • Evidence of individual pupils developing independence skills over time • No SEND pupil excluded from enrichment due to unmet need
Intended outcome	Success criteria
5. Safe and respectful culture fostering belonging and attendance	

• Strengthen whole-school relational approaches (consistent behaviour and regulation support) • Monitor attendance of SEND pupils weekly and implement early intervention approaches • Develop targeted support plans for pupils with persistent absence • Provide staff training in SEMH, trauma-informed approaches, and de-escalation	• Improved attendance rates for SEND pupils (including reduction in persistent absence) • Reduction in behaviour incidents/recorded dysregulation over time • Pupil voice indicates strong sense of belonging and safety • Staff demonstrate confidence and consistency in responding to needs
Intended outcome	Success criteria
6. Strong partnerships with families and wider services	
• Strengthen communication with families (regular reviews, clear and supportive updates) • Increase opportunities for parent engagement (e.g. coffee afternoons, workshops) • Work proactively with external services (e.g. SALT, EP, CAMHS, social care) • Enhance transition planning (entry, phase transfer, key transitions within school)	• Improved parent feedback regarding communication and support • Increased attendance at SEND review meetings and parent events • Clear evidence of multi-agency collaboration in pupil records • Smooth transitions evidenced through reduced anxiety and improved engagement
Intended outcome	Success criteria
7. Inclusive environments and improved accessibility	
• Audit classroom environments for accessibility, sensory needs, and organisation • Introduce consistent classroom approaches to reduce cognitive load and distraction • Develop calm/regulation spaces where needed • Invest in resources that support engagement (e.g. visuals, sensory tools, assistive approaches)	• All classrooms reflect consistent, inclusive environment standards • Pupil engagement improves (e.g. reduced off-task behaviour, improved focus) • Increased use of independent strategies by pupils (e.g. self-regulation tools) • Positive feedback from staff and pupils on learning environment suitability

During the 2025–2026 academic year, Park Lane Primary & Nursery School continued to develop its inclusive practice through strategic leadership, early identification, high-quality teaching, targeted intervention, and collaborative working with families and external agencies. These approaches were reflected in everyday practice and aligned closely to the seven inclusion priorities identified within our 2026–2027 Inclusion Strategy.

Progress towards intended outcomes

Throughout the year, school leaders maintained a strong focus on early identification and graduated responses to need. Pupil needs were identified through teacher observations, assessment information, SENDCo oversight, and engagement with external professionals. The school maintained a structured Assess–Plan–Do–Review (APDR) process to ensure provision was regularly reviewed and adjusted in response to pupil progress and emerging needs. The use of assessment tools and specialist resources supported the identification of communication, cognition and learning, and social, emotional and mental health needs at an earlier stage.

Staff continued to develop their confidence in adaptive teaching approaches and inclusive classroom practice. Learning environments increasingly incorporated visual supports, communication resources, and strategies designed to reduce barriers to learning and increase participation. This contributed to improved engagement for many pupils with SEND and enabled pupils to access learning alongside their peers. Resources such as Widgit, communication boards, and specialist assessment tools were used to support accessibility and participation.

The school also strengthened partnerships with families and external agencies. Regular communication, review meetings, and multi-agency collaboration supported a joined-up approach to addressing pupil needs. Transition support for children moving between phases and settings was enhanced through additional planning and communication with families and professionals.

Evidence used to assess impact

The effectiveness of the school's inclusion work was evaluated through:

- Internal assessment data and progress monitoring.
- SEND provision reviews and APDR documentation.
- Attendance and behaviour monitoring.
- Learning walks and classroom observations.
- Pupil voice activities.
- Parent feedback gathered through meetings and informal discussions.
- Reports and recommendations from external professionals.
- Analysis of SEND, attendance, behaviour and attainment data.

Impact on engagement, participation, attendance and belonging

School monitoring indicated that pupils with SEND increasingly accessed a broad and balanced curriculum through adaptive teaching and targeted support. Participation in wider school activities, including trips, enrichment opportunities and extracurricular experiences, was actively promoted and barriers to participation were reduced wherever possible. Staff

reported improved pupil engagement in learning and increased use of strategies designed to promote independence and self-regulation.

Attendance continued to be monitored closely, with targeted support implemented for pupils experiencing attendance difficulties. Multi-agency approaches and family engagement supported efforts to improve attendance and reduce barriers to school participation. The school's relational and inclusive ethos contributed to positive pupil experiences and a strong sense of belonging for many pupils with additional needs.

Reflection on what worked well

Several aspects of the school's inclusion strategy had a positive impact:

- Strong SEND leadership and oversight ensured provision remained responsive to pupil needs.
- Early identification processes enabled timely intervention and support.
- Collaborative work with families and external professionals strengthened planning and provision.
- The use of communication and assessment tools supported accessibility and informed decision-making.
- Staff engagement with adaptive teaching approaches contributed to improved access to learning for pupils with SEND.

Areas for further development

Although significant progress was made, school self-evaluation identified several priorities for continued improvement:

- Greater consistency in adaptive teaching across all classrooms.
- Further development of evidence-based intervention tracking and evaluation.
- Increased opportunities for SEND pupils to participate in enrichment activities and wider school life.
- Continued work to address attendance and persistent absence amongst vulnerable groups.
- Further development of inclusive classroom environments and accessibility across all phases.

How this has informed the 2026–2027 strategy

The review of 2025–2026 has directly informed the development of the school's 2026–2027 Inclusion Strategy. The seven identified priorities reflect areas where effective practice has already been established, alongside areas requiring further development to ensure a more consistent and sustainable approach to inclusion. The strategy therefore places particular emphasis on strengthening leadership, improving early intervention, embedding high-quality adaptive teaching, enhancing accessibility, supporting attendance and belonging, and further developing partnerships with families and wider services.

Further information (optional)

1. Ambitious leadership and governance				
Key actions:	Success criteria:	Provision:	Costed amount:	Evaluation and RAG:
- Embed inclusion priorities within the School Improvement Plan (SIP) and SEND development plan - Termly analysis of SEND, attendance, behaviour and progress data (including PP/SEND overlap) - Establish peer review/learning walks focused on inclusive practice - Regular reporting to governors on the impact of SEND and inclusion strategies	- Clear inclusion priorities reflected in SDP and reviewed termly - Evidence of data-informed decision-making (e.g. provision adjusted in response to need) - Learning walk evidence shows consistent inclusive practice across classes - Governors can articulate the school's inclusion strategy and impact	SENDCo team Senior SENDCo – Frances Light-Rudland Lower school Phase SENDCo – Louise Tansley Upper school Phase SENDCo – Charlotte Jones Support for Learning SLA WellComm	SENDCo Team: £46,242.00 Support for Learning £1,500.00 WellComm £255.00	
2. Evidence-based support and early intervention				
Key actions:	Success criteria:	Provision:	Costed amount:	Evaluation and RAG:

- Strengthen early identification through screening, teacher observation and SENDCo oversight - Embed consistent APDR cycles across all classes - Introduce/maintain evidence-based interventions with clear entry/exit criteria - Track intervention impact using measurable outcomes	- Increased proportion of pupils identified at an earlier stage of need - All SEND pupils have clearly documented APDR cycles (reviewed at least termly) - Intervention data shows measurable progress against starting points - Reduced need for escalation to higher levels of support due to timely intervention	WellComm Support for Learning assessments Birmingham Toolkit EAL Framework	WellComm £255.00 Support for learning £1,500.00 £1,375.00 £109.00	
3. High-quality teaching and an inclusive curriculum				
Key actions:	Success criteria:	Provision:	Costed amount:	Evaluation and RAG:
- Deliver ongoing CPD focused on adaptive teaching and inclusive classroom strategies - Develop teacher “cheat sheets” / guidance for common SEND needs (e.g. ADHD, ASD, dyslexia)	- Lesson observations/learning walks show consistent use of adaptive teaching strategies - Staff confidence in supporting SEND improves (via staff	SENDCo team Senior SENDCo – Frances Light-Rudland Lower school Phase SENDCo – Louise Tansley	SENDCo Team: £46,242.00	

• Ensure curriculum planning considers accessibility and representation for all learners • Deploy support staff strategically to scaffold independence	voice/CPD evaluation) • Gaps in attainment/progress between SEND and non-SEND pupils begin to narrow • Reduced reliance on adult support, with increased pupil independence observed	Upper school Phase SENDCo – Charlotte Jones EHCNAs and EHCPs Widgit Coreboards YARC SANDWELL SNAP Birmingham Toolkit	EHCNA's: pending: 15 – £90,000.00 EHCPs: 14 – £84,000.00 Widgit £229.00 Coreboards £50.00 YARC £366.80 SANDWELL £368.10 SNAP £235.00 £1,375.00	
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		EAL Framework	£109.00	
4. Accessible and enriching provision beyond the classroom				
Key actions:	Success criteria:	Provision:	Costed amount:	Evaluation and RAG:
• Audit participation in clubs, trips and wider opportunities for SEND pupils • Provide additional support or adaptations to enable full access (e.g. staffing, preparation) • Develop opportunities for independence and life skills (linked to preparation for adulthood) • Ensure reasonable adjustments are planned in advance for enrichment activities	• Increased participation rates of SEND pupils in extracurricular activities • Positive pupil voice reflecting enjoyment and inclusion in wider school life • Evidence of individual pupils developing independence skills over time • No SEND pupil excluded from enrichment due to unmet need	SENDCo team Senior SENDCo – Frances Light-Rudland Lower school Phase SENDCo – Louise Tansley Upper school Phase SENDCo – Charlotte Jones EHCNAs and EHCPs Tacpac	SENDCo Team: £46,242.00 EHCNA's: pending: 15 – £90,000.00 EHCPs: 14 – £84,000.00 Tacpac £132.00	

		Birmingham Toolkit	£1,375.00	
		EAL Framework	£109.00	
5. Safe and respectful culture fostering belonging and attendance				
Key actions:	Success criteria:	Provision:	Costed amount:	Evaluation and RAG:
- Strengthen whole-school relational approaches (consistent behaviour and regulation support) - Monitor attendance of SEND pupils weekly and implement early intervention approaches - Develop targeted support plans for pupils with persistent absence - Provide staff training in SEMH, trauma-informed approaches, and de-escalation	- Improved attendance rates for SEND pupils (including reduction in persistent absence) - Reduction in behaviour incidents/recorded dysregulation over time - Pupil voice indicates strong sense of belonging and safety - Staff demonstrate confidence and consistency in responding to needs	Attendance officer and SLT link Hayley Palmer Rachel Bains Tacpac Communication tools: Widgit Coreboards	Attendance team: £89,874.00 Tacpac £132.00 Widgit £229.00 Coreboards £50.00	
6. Strong partnerships with families and wider services				

Key actions:	Success criteria:	Provision:	Costed amount:	Evaluation and RAG:
- Strengthen communication with families (regular reviews, clear and supportive updates) - Increase opportunities for parent engagement (e.g. coffee afternoons, workshops) - Work proactively with external services (e.g. SALT, EP, CAMHS, social care) - Enhance transition planning (entry, phase transfer, key transitions within school)	- Improved parent feedback regarding communication and support - Increased attendance at SEND review meetings and parent events - Clear evidence of multi-agency collaboration in pupil records - Smooth transitions evidenced through reduced anxiety and improved engagement	SENDCo team Senior SENDCo – Frances Light-Rudland Lower school Phase SENDCo – Louise Tansley Upper school Phase SENDCo – Charlotte Jones WellComm Support for Learning SLA	SENDCo Team: £46,242.00 WellComm £255.00 Support for learning £1,500.00	
7. Inclusive environments and improved accessibility				
Key actions:	Success criteria:	Provision:	Costed amount:	Evaluation and RAG:
Audit classroom environments for accessibility, sensory needs, and organisation	All classrooms reflect consistent, inclusive environment standards	Widgit	Widgit £229.00	

