Inclusion Strategy – New Milton Infant 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	Autumn 2026
Date on which it will be reviewed	Autumn 2027
Statement authorised by	Amy Wake, Headteacher
Inclusive Mainstream Fund (IMF) grant received in 2026-2027	£10,313
SEN notional budget received 2026-2027	£89,803
Money to be spent from 2026-2027 core budget	£133,991

Statement of intent

AT New Milton Infant School, our intent is to build a school where every child is included, supported, and able to thrive, through a clear, evidence informed strategy that identifies and removes barriers to learning and participation for all pupils, including those with SEND. Early assessment shows that a high proportion of our children are beginning their learning journey with barriers that affect their ability to participate fully in school life. These barriers relate to communication and language, literacy, social and emotional development, wellbeing, attendance, or the impact of difficult home circumstances. Our inclusion strategy sets out how we will use our core school budget and our allocation from the Inclusive Mainstream Fund (IMF) to

strengthen our universal offer and provide early, targeted support where needed, in line with national guidance

Our intent is grounded in the **seven principles of inclusion** defined by the Department for Education, which require ambitious leadership, evidence-based early intervention, high-quality adaptive teaching, enriching wider provision, a safe and respectful culture, strong partnerships with families, and continuously improving accessibility

These principles shape every aspect of our strategy and ensure that our approach is purposeful, consistent, and transparent.

We aim to develop a strong universal offer that enables all children to achieve and thrive. This includes high-quality adaptive teaching, clear routines, calm and predictable classroom environments, and curriculum design that anticipates our diverse needs. We will invest in professional development to strengthen staff confidence and consistency in inclusive practice, reflecting DfE guidance that most schools should focus on a small number of impactful approaches in the first year

Our universal offer will be enriched by opportunities beyond the classroom that all children can access, supporting belonging, engagement, and participation.

Alongside this, we will provide targeted support for pupils whose needs cannot be met through universal provision alone. This may include small-group interventions, language development programmes, or structured social and emotional support, selected carefully to avoid fragmented learning and aligned with curriculum expectations

All targeted activity funded through the IMF will be costed and mapped to one of the seven principles of inclusion, as required by the DfE

Our strategy is informed by a rigorous process of identifying commonly occurring barriers across our school, drawing on classroom observations, internal assessments, attendance and behaviour data, engagement with families, and discussions with external professionals

We recognise that inclusion is a whole school responsibility: leaders, teachers, support staff, families, governors, and pupils all contribute to shaping an inclusive culture.

We are committed to monitoring and reviewing our strategy annually, ensuring that our intended outcomes are measurable, evidence-based, and responsive to emerging needs

This statement marks our commitment to building an inclusive school where every child feels safe, valued, and able to participate fully in learning and school life.

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	A growing number of children are starting school without the core foundations they need (e.g. difficulties with communication and language, emotional regulation, turn-taking, sharing and forming relationships)
2	Staff have limited understanding of the precise needs of some pupils
3.	Speech, Language and Communication delays affect learning and social interaction. Poor vocabulary and language development is impacting curriculum access
4.	Pupils require additional support to develop early reading skills
5.	Some pupils are unable to fully access lessons without appropriate scaffolding and curriculum adaptations
6.	Increased anxiety around transition times – either between classes, year groups or new learning environments
7.	Reduced participation in wider school life for some children with SEND
8.	Sensory and environmental barriers affecting engagement and participation
9.	Some pupils may become overly reliant on adult support, limiting the development of their independence, confidence and self-regulation skills.

Activity in this academic year

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**	**Total budgeted cost** *(this should account for spend from IMF and core*

	(*whether it is universal or targeted)*	*budget allocations)*
Barrier 1 **A growing number of children are starting school without the core foundations they need** Use internal graduated response and assessment systems to identify children who would benefit from access to an Inclusion (support) Base (DfE June 2026) 'Roost' Provision – Social, Emotional and Mental Health - 5 days per week 'Nest' provision – Speech, Language and Communication needs, listening and attention - 3 afternoon sessions per week	Targeted	Specialist SEN Teacher for HLTA, Thrive practitioner and 2 Learning Support Assistants - £95,795 1 HLTA and 2 LSA's - £75,651 1 Specialist Teacher and 1 LSA £20,144
Barrier 2 **limited understanding of the precise needs of some pupils** Revisit systems for assessment, data collection and analysis to accurately identify pupil needs. Increase data collection and analysis opportunities to half termly. Introduce 'Monitoring and Implementation' meetings half termly with SLT and each Key Stage alongside planned opportunities for class teachers to share their class data with the school as a further opportunity to ensure a robust understanding of data and increase opportunities for joint planning and reflection. Hold regular meetings with families to review progress, share strategies and evaluate provision.	Universal	SENDCo and Teacher time – core budget - £52,722

Barrier 3 **Speech, Language and Communication delays affect learning and social interaction** 'Nest' provision 3 afternoons weekly – Targeting Speech, Language and Communication needs in addition to listening and attention skills Drawing Club combines talk, storytelling, drawing, imagination and vocabulary development Drawing Club sessions provide opportunities for children to: • Listen to others' ideas • Take turns speaking • Ask and answer questions • Respond appropriately in discussions These are essential communication skills for children with SLCN. Children are exposed to rich language through stories, pictures and discussions. Adults can explicitly model and teach: • New words • Describing words • Action words • Story language • Topic-specific vocabulary The repeated use of key vocabulary across the week helps children understand and retain new language. Many children with SLCN find it difficult to tell stories or sequence events. Drawing Club helps children learn: • Story structure (beginning, middle and end)	Targeted Universal	Costs included under Barrier 1 Drawing Club training for Year R and KS1 Universal core budget Cost £188

• Cause and effect • Character development • Retelling and creating stories		
Barrier 4 **Poor early reading skills** Train all staff in the effective use of the Little Wandle Assessment Tracker, Little Wandle Daily Keep Up, Rapid Catch-Up and Fluency interventions and ensure that they are delivered with fidelity. Reintroduce Precision Teach in all KS1 classes.	Targeted	SEN notional budget: LSA's - £13,315 Reading Leader and SENDCo time (universal core budget)
Barrier 5 **Some pupils are unable to fully access lessons without appropriate scaffolding and curriculum adaptations** Develop staff expertise using the Education Endowment Foundation (EEF) SEND 5 a day' guidance to improve classroom practice. Revisit the writing process to ensure direct, targeted teaching at all points during the writing journey.	Universal	Professional Learning time, staff briefing Writing Leader and SENDCo time Universal core budget Cost – HIAS English Advisor time with English Leader 0.5 day - £455
Barrier 6 **Increased anxiety around transition times – either between classes, year groups or new learning environments** Establish scaffolded transition offers for vertical transitions to be published on the website. Ensure a sense of belonging is established in all learning groups (classes as well as phonics and maths groups) Reduce sensory overwhelm of corridors and classrooms and ensure calm spaces to learn	Universal	Universal core budget SENDCo time

Barrier 7 **Reduced participation in wider school life for some children with SEND** At New Milton Infant School, we believe that enrichment should be an entitlement, not a privilege. Enrichment should not be reserved for the children who can stay after school. Our Friday afternoon Enrichment Programme ensures that every child, regardless of need, family circumstance or access to transport and childcare, can participate, belong and flourish.	Universal	Universal core budget Enrichment Activities £1500
Barrier 8 **Sensory and environmental barriers affecting engagement and participation** Through the OPAL Project, ensure a wide range of quiet spaces and structured lunchtime activities are available for pupils requiring additional support.	Targeted	Core budget – OPAL – Sensory Educational supplies - £500
Barrier 9 **Some pupils may become overly reliant on adult support, limiting the development of their independence, confidence and self-regulation skills** Deploy teaching assistants in line with Education Endowment Foundation (EEF) guidance by equipping them to use scaffolding strategies that promote pupil independence, ensuring support is gradually reduced as pupils develop confidence and competence. Teaching	Universal	Remainder of SEN notional budget £225572

assistants will supplement rather than replace teacher input, enabling all pupils, including those with SEND, to access high-quality teaching while developing their independence, resilience and problem-solving skills.		

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
Earlier identification of pupil needs	Assessment data accurately identifies needs and informs provision for all pupils. All teachers can confidently share the 'why this, why now?' for children with SEND
The core foundations for learning will be established	EYFS end of year data will show an increased proportion of children who can: • listen attentively in a small group. • respond appropriately to questions about what they have heard. • follow instructions involving more than one step. • express their ideas, feelings and needs using full sentences. • participate confidently in conversations with adults and peers. • manage emotions appropriately and seek support when needed.
Improved speech and language skills	Pupils demonstrate increased vocabulary, communication skills and confidence as evidenced by EYFS data in addition to Teacher voice in KS1
Increased attainment in reading	Pupils receiving Little Wandle Keep up make measurable progress in phonics
High-quality adaptive teaching embedded across the school	Lesson observations show consistent use of EEF 5 a day adaptive teaching strategies in all classrooms, including Roost and Nest. Pupils with SEND participate successfully in learning and demonstrate sustained progress.

Improved transition experiences	Pupils, parents and teachers report increased confidence during transition and settle quickly into new classes.
Greater access to enrichment and wider opportunities	All children with SEND participate in at least one planned enrichment activity each week. All children with SEND access school trips.
Inclusive practice is embedded across the school and continually refined to ensure all pupils can access, participate in and benefit from high-quality learning and enrichment opportunities.	Regular monitoring shows high-quality inclusive teaching and interventions are implemented with fidelity and evaluated for impact using assessment data.
Children demonstrate increased wellbeing, confidence and engagement as a result of feeling a genuine sense of belonging and inclusion.	Thrive assessments evidence increase in children's social and emotional learning. Suspension levels are lower than 2025-2026
Partnerships with families are strengthened	Parent surveys indicate that parents feel well informed, supported and involved in planning for their child's needs.
Better attendance and engagement	Improved attendance, engagement and participation for pupils with SEND as evidenced in attendance data and amount of time in class.
Improved independence	Teaching assistant support promotes independent learning and reduced overreliance on adult support.

Review of the previous academic year

From December 2027 onwards, we will report annually on the progress made towards our intended outcomes and how this has been evaluated. This will include an overview of the impact of our strategy on pupils' engagement, participation, attendance, sense of belonging and attainment, alongside a reflection on the outcomes achieved for children and young people with additional needs and SEND.