Inclusion Strategy – Lenham Primary 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	31/12/2026
Date on which it will be reviewed	31/12/2027
Statement authorised by	A McCluskey

Statement of intent

At our school, inclusion is woven into the fabric of everything we do. Guided by our PRIDE values of **Personal Excellence, Respect and Resilience, Inspiration, Determination and Courage, and Equality and Friendship**, we are committed to creating a culture where every child is known, valued and supported to thrive.

We recognise that children learn, communicate and experience the world in different ways. Understanding individual strengths and needs enables us to adapt what we do, not who children are. Through high-quality teaching, early identification of need and strong partnerships with families, we remove barriers and build confidence, resilience and independence.

Equity is fundamental to effective inclusion. It is not about treating everyone the same; it is about understanding what each child needs to succeed. This commitment is reflected in the Seven Principles of Inclusion, which underpin our approach to teaching, learning and school life.

1. All Children Have a Right to Access Learning

We ensure all pupils have access to a broad, balanced and ambitious curriculum. Through quality first teaching, scaffolding, adaptive practice and targeted interventions, children are supported to access learning at a level that enables success and progress.

2. Diversity is Valued and Celebrated

Our PRIDE values encourage children to respect and celebrate differences. Through our curriculum, assemblies, themed events and daily interactions, we promote understanding of diverse cultures, backgrounds, experiences and ways of learning.

3. Every Child is Treated with Dignity and Respect

Respect is at the heart of our school community. We foster positive relationships where children feel safe, listened to and valued. We recognise and celebrate each child's strengths, helping them develop confidence, self-esteem and a strong sense of belonging.

4. High Expectations for All

Through our value of Personal Excellence, we maintain high aspirations for every child. We believe all pupils can achieve and make progress when provided with the appropriate support, challenge and encouragement. We focus on identifying and removing barriers rather than limiting expectations.

5. Participation for All

We strive to ensure that every child can participate fully in all aspects of school life, including lessons, clubs, trips, performances and leadership opportunities. Adjustments are made where necessary so that no child is excluded from enriching experiences.

6. Collaboration and Partnership

Strong partnerships with families, external professionals and the wider community are central to our inclusive practice. By working together, we develop a shared understanding of children's strengths and needs and ensure support is tailored effectively.

7. Inclusion is Everyone's Responsibility

Inclusion is not the role of one person or team; it is a shared responsibility across our entire school community. All staff are committed to creating an environment where children feel welcomed, respected and empowered to achieve their potential. Our PRIDE values help ensure inclusion remains at the heart of every decision we make.

Through living our PRIDE values and embedding the Seven Principles of Inclusion in everyday practice, we create a school community where every child feels they belong, is supported to succeed and is encouraged to flourish academically, socially and emotionally.

Barriers to learning and participation

Below are our all the barriers to learning we have and what we offer to overcome these barriers as part of our Core Offer.

P&E (Playing and exploring)		AL (Active Learning)		C&TC (Creative and Thinking Critically)		C&L (Cognition and Learning)		C&I (Communication and Interaction)		SEMH (Social, emotional Mental Health)		P&S (Physical and Sensory)	
1	Finding out and exploring	1	Being involved and concentrating	1	Having their own ideas	1A	Writing frames,	1	Talk partners	1	Circle time discussion	1A	Writing slope
						1B	Scaffolding					1B	Overlays
						1C	Sentence builders					1C	Reading rulers
						1D	Sentence mapping					1D	Fidget aids
						1E	Colourful semantics					1E	Pencil grip
												1F	Chunky pencil
2	Playing with what they know	2	Keep trying	2	Making links	2	Visual timetable	2	Repeat back instructions	2	Positive play	2	Tinted paper/exercise books,
3	Being willing to have a go	3	Enjoying achieving what they set out to do,	3	Choosing ways to do things	3	Highlighted lines	3	Task management boards	3	Cumulative reward system	3	Headphones
						4	Word banks, Key words, Word mats	4	Simplify/clarify instructions	4	Worry Bag	4	Time out
						5	Grouping for support	5	Dictation software	5	House points/ learning ladder	5	Wobble cushion/ Seat wedge
						6A	Pre-teaching	6	Pop-up work stations	6	'Focus on the Positive' book	6	Floor spot
						6B	Catch-up						
						7	Maths Manipulatives			7	Standing desk	7	Thera-bands
						8	IPad/ Chromebook			8	Thera-putty,	8	Chew toy
						9	Learning Breaks	7	Speech and Language sessions	9	Zones of regulation		
						10	Additional Time			10	Positive/ Negative Wall		
						11	Help Me cards			11	Check ins		
										12	Social Group		

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 *(noting evidence and barrier numbers addressed)*	**Activity type** *(whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Increasing emotional regulation and resilience for pupils presenting with SEMH needs, reducing barriers to attendance, engagement and participation. Hamish & Milo whole-	Targeted	PP+ £1,650

school SEMH programme and staff training.		
Developing written communication, sentence construction and independent recording skills across KS1, reducing barriers to curriculum access. Mighty Writer programme and associated training/resources.	Universal (KS1)	£1,800
Whole-school data tracking and analysis to identify emerging needs early, monitor vulnerable groups and evaluate the impact of interventions. INSIGHT data tracking system.	Universal	£1500
Forest School provision to develop resilience, engagement, communication, emotional regulation and participation outside the classroom environment.	Universal	£500
Pupil leadership opportunities (Buddies, Anti-Bullying Ambassadors, Zumba Leaders) to promote belonging, participation and social inclusion.	Universal	Existing staffing/resource allocation
Speech and Language Teaching Assistant – full time to support speech and language across the school.	Targeted	£25 485
Teaching Assistant in every class to ensure targeted interventions can take place.	Targeted	£101 098
SENCo time increased by 1 day to allow additional work with SEND children	Targeted	£15 785

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
Children feel a sense of belonging within the school community.	Pupil voice demonstrates increased feelings of belonging and participation. Attendance and

	engagement data remains positive across groups.
Staff have increased confidence in meeting a range of additional needs through adaptive practice.	Staff surveys, learning walks and monitoring demonstrate increased use of inclusive classroom strategies.
Needs are identified and supported at the earliest opportunity.	SEN Support identification is timely and provision is reviewed regularly using school tracking systems.
Pupils with SEMH needs demonstrate improved regulation and engagement with learning.	Individual pupil data, behaviour records and participation measures show positive progress.
Barriers to accessing the curriculum are reduced.	Progress data and classroom monitoring demonstrate increased participation and curriculum access.
Targeted pupils are showing progress towards/ achieving targets.	SEN tracking system will show progress.

Review of the previous academic year

To be updated by December 2027