



Fielding Primary School

Inclusion Strategy 2026

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) the inclusive mainstream fund (IMF) and the Inclusive Early Years Fund (IEYF).

Strategy Overview

Detail	Date
Academic year covered	2026–2027
Date published	September 2026
Date for review	July 2027
Statement authorised by	Headteacher and Governing Board
Funding:	
Inclusion Mainstream Fund (IMF)	£32,991.00
Inclusive Early Years Fund (IEYF)	£ 6163.48

Strategic Rationale

Fielding enters this strategy period from a position of strength. Adaptive teaching is increasingly embedded, staff expertise is growing, and attendance, participation and belonging are strong. A graduated SEMH offer and a flexible, needs-led staffing model have further strengthened inclusive practice.

Early identification and intervention are also significant strengths. Through Speech and Language support, nurture provision and close partnership with families, the school is able to identify and respond to barriers to learning at the earliest possible stage.

School self-evaluation, inclusion audits and pupil outcomes analysis identified three key findings:

- Universal and Targeted provision are established strengths.
- Pupils who experience both SEND and disadvantage face the greatest barriers to achievement and participation, with SEND a stronger predictor of lower attainment than disadvantage alone.
- Provision is effective but operates through a range of pathways and interventions rather than a fully integrated system.

The next phase of development is therefore not the creation of additional provision, but the organisation of existing strengths into a coherent inclusion system. Key priorities are:

- a clearly defined Targeted Plus layer
- consistent referral, review and exit pathways
- increased specialist workforce expertise
- improved use of space for assessment, intervention and regulation
- a shared focus on belonging, participation, wellbeing, achievement and independence

This strategy provides the framework for strengthening mainstream inclusion and preparing for future SEND reforms and National Inclusion Standards.

Statement of Intent

At Fielding Primary School, we believe every child should belong, participate, achieve and thrive within their local mainstream community from the earliest stages of their education.

Inclusion is the foundation of school improvement, curriculum design and pastoral support. Our approach is informed by national inclusion reforms, evidence-informed practice and a commitment to ensuring every child can access, participate in and benefit from school life.

Our work is guided by six pillars:

- Belonging
- Participation
- Achievement
- Support
- Partnership
- Capacity Building

We are committed to a Distributed Inclusion System where support follows need, expertise is shared across the school, and all pupils can access ambitious learning and meaningful participation in school life.

We recognise that barriers to learning are often barriers to belonging, participation, wellbeing, resilience and independence. Our aim is to identify and remove these barriers early, ensuring every pupil receives the right support, at the right time, through a graduated response.

Funding and Capacity Building

Fielding's inclusive provision is funded through a combination of:

- Core school funding (including the notional SEND budget)
- Inclusive Mainstream Fund (IMF)
- Inclusive Early Years Nursery Targeted Funding (IEYF))
- High Needs and EHCP funding
- Pupil Premium and other targeted funding streams where appropriate

These funding streams are used to strengthen the school's inclusive core offer, develop workforce expertise, support early intervention and build capacity within the Targeted Plus pathway.

The school's Inclusive Mainstream Fund allocation will be used primarily to:

- Develop specialist workforce pathways in:
 - Communication and Interaction
 - SEMH
 - Sensory and Physical Needs
 - Cognition and Learning
- Strengthen the Targeted Plus pathway
- Develop inclusion and regulation spaces

- Build staff expertise through coaching, training and implementation support
- Increase the school's capacity to meet need within mainstream provision

Nursery Targeted Funding supports early identification and intervention through:

- Early language and communication provision
- Nurture and emotional wellbeing support
- Partnership with families
- Early identification of SEND
- Specialist-informed support for children with emerging needs

These investments are intended to increase the school's capacity to meet need within mainstream provision, reduce unnecessary escalation to specialist pathways and strengthen the implementation of a coherent Targeted Plus model.

How We Decide Whether Support Is Needed

Teachers identify barriers to belonging, participation, wellbeing, achievement, resilience and independence through Quality First Responsive Teaching, assessment, pupil voice and family partnership. Where concerns remain following graduated classroom support, pupils may access Targeted, Targeted Plus or Specialist pathways based on need rather than diagnosis.

Barriers to Learning and Participation

Barrier	Detail of Barrier to Learning and Participation
1	Speech, language and communication needs, including delays identified in the early years, impacting curriculum access, social interaction, vocabulary development and independence.
2	Increasing SEMH needs including emotional regulation, wellbeing, anxiety, resilience, self-esteem and belonging.
3	Executive functioning difficulties affecting organisation, attention, self-regulation, independence and participation.
4	Attainment gaps, particularly in writing, for pupils who are disadvantaged, have SEND, or experience multiple vulnerabilities.
5	Sensory and physical needs affecting access to learning environments and participation.
6	Attendance and engagement barriers experienced by vulnerable pupils, particularly those who are both disadvantaged and have SEND.
7	Barriers to participation in enrichment, leadership opportunities, educational visits, clubs and wider school life.
8	Increasing complexity of need between SEND Support and specialist provision, requiring a clearer Targeted Plus pathway.

Activity in This Academic Year

Activity	Barrier Addressed	Activity Type	Funding Source
Whole-school adaptive teaching programme including the Fielding Teaching Toolkit, responsive teaching, adaptation and scaffolding	1, 3, 4, 8	Universal	Core Budget + IMF
Development of a structured Targeted Plus pathway including referral criteria, review cycles and specialist-informed intervention	3, 4, 8	Universal / Targeted	IMF/IEYF
Workforce development programme creating specialist TA pathways in Communication & Interaction, SEMH and Sensory/OT support	1, 2, 3, 5, 8	Universal / Targeted	IMF/IEYF
Speech and language provision including NELI, communication groups and HLTA-led language support	1	Targeted Plus	Core Budget + IMF
Early Years provision including early language development, communication support, nurture and targeted intervention	1, 2, 3	Universal / Targeted	IEYF + Core Budget
SEMH continuum including Connect & Create, ELSA, Anna Freud programmes, mentoring and Forest School	2, 6, 7	Targeted Plus	Core Budget + IMF
Development of an Inclusion Hub and regulation spaces across the school	2, 5, 8	Universal / Targeted	IMF+IEYF
Increased family and pupil participation through referral processes, APDR reviews and support planning	2, 6, 7	Universal	Core Budget
Attendance and belonging support through mentoring, attendance reviews and participation pathways	6, 7	Universal / Targeted	Core Budget
Enrichment and participation opportunities including clubs, visits and leadership opportunities	6, 7	Universal	Core Budget + PP Funding

Intended Outcomes

Intended Outcome	Success Criteria
Pupils with SEND experience a strong sense of belonging	Positive pupil voice, improved attendance maintain low suspension/exclusion rates.
Pupils with SEND participate fully in school life	Participation in clubs, enrichment, trips, performances and leadership opportunities is at least in line with peers.
Pupils with SEND achieve well from their individual starting points	Improved attainment and progress measures across subjects, with particular focus on writing and communication.
A strong Targeted Plus pathway is established	Clear referral, review, entry and exit processes operate consistently across all phases.
High-quality adaptive teaching is embedded across the school	Monitoring of teaching demonstrates consistent use of adaptive strategies and responsive practice.
Staff expertise and confidence increase	Staff surveys and quality assurance indicate improved confidence and consistency in SEND provision.
Family engagement strengthens	Parents report confidence in support, communication and collaborative planning.
Pupils become increasingly independent	Reduced reliance on adult support and improved self-regulation and participation.

Specialist Workforce Development

A key priority for the use of the Funds is the development of specialist expertise across the wider workforce. The school will utilise part of its Inclusive Mainstream Fund allocation to strengthen the Targeted Plus offer through workforce development and specialist pathway training.

Rather than deploying support staff solely according to individual pupils or classes, Fielding will increasingly develop staff expertise within specific areas of need, this includes in our Enrichment offer beyond the school day.

Early Years Inclusion

Fielding will continue to utilise Early Years targeted funding to provide enhanced support for children with emerging needs. This includes

- Early language and communication support
- Nurture provision
- Partnership with families
- Early identification of SEND
- Staff training and modelling of inclusive practice

The Early Years team forms a key part of Fielding's graduated response, helping to prevent barriers becoming entrenched and enabling children to access learning successfully from the start of their school journey.

Pathway	Intended Expertise
Speech Language and Communication	Speech, language and communication needs, language intervention and communication-friendly classrooms
Social & Emotional	Emotional regulation, resilience, mentoring, nurture and wellbeing support

Motor & Physical	Occupational therapy-informed approaches, sensory regulation and environmental adaptations
Cognition & Learning	Literacy, mathematics and executive functioning interventions, including Groundwork Maths
Inclusion & Belonging	Attendance, participation in our Enrichment Offer beyond the school day., transition and pupil engagement

Inclusion Dashboard Measures

Fielding will evaluate the impact of its Inclusion Strategy through six key indicators:

Area	Measure
Belonging	Pupil voice, relationships and sense of connection
Participation	Attendance, clubs, trips, leadership and wider opportunities
Wellbeing & Resilience	Emotional wellbeing, regulation and resilience indicators
Achievement	Attainment, progress and curriculum access
Independence	Reduced reliance on adult support and improved self-regulation
Inclusion	Mainstream retention, transitions and reduced escalation

In addition we will also evaluate the impact of:

Early Identification	Timely identification of need, successful transition to Reception and reduction in unmet need
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Progress against these measures will be reviewed annually by leaders and governors and will inform future priorities, workforce development and use of IMF funding.

Further Information

Fielding's ARP operates as a Specialist Inclusion Base within a wider Distributed Inclusion System. Expertise from the ARP will increasingly be used to strengthen inclusive practice across the whole school through coaching, training, assessment support and contribution to Targeted Plus pathways.

The school will review this strategy annually and adapt priorities in response to emerging SEND reforms, future Individual Support Plans (ISPs), National Inclusion Standards and lessons learned through implementation of the Distributed Inclusion System.

Appendix A: Targeted Plus Provision Map (Operational)

This appendix provides examples of the types of provision that may be delivered through the Targeted Plus pathway. Provision is needs-led, time-limited, outcome-focused and reviewed through APDR cycles.

Area of Need	Examples of Provision
Communication and Interaction	NELI, speech and language programmes, social communication groups, language interventions
Cognition and Learning	Groundwork Maths, Rocket Readers, targeted writing programmes, precision teaching, pre-teaching and overlearning programmes
Executive Functioning	Organisation, planning, working memory and independence programmes
Social & Emotional	Connect and Create, ELSA, Anna Freud programmes, mentoring, Forest School
Motor and Physical	Sensory circuits, sensory regulation programmes, OT-informed support
Attendance, Belonging and Participation	Mentoring, attendance support, transition support and participation pathways, coordinated oversight of SEND pupils & participation in our Enrichment offer beyond the school day including childcare and specialist clubs.

What Makes Provision "Targeted Plus"?

Targeted Plus provision will normally:

- Be based on assessment and identified barriers.
- Be specialist-informed.
- Follow a structured programme or pathway.
- Operate within an agreed review cycle.
- Have clearly defined outcomes.
- Be reviewed through APDR processes.
- Promote independence.
- Support access to mainstream learning rather than replace it.

Example: Groundwork Maths

Groundwork Maths is an example of the type of provision that may sit within the Targeted Plus pathway. It uses diagnostic assessment to identify precise mathematical gaps, groups pupils according to need, provides structured small-group teaching and includes regular review points. It supports pupils to access the wider mathematics curriculum while building independence and understanding.

Targeted Plus Stage	Groundwork Maths Example
Assess	Diagnostic assessment identifies foundational gaps
Plan	Pupils grouped according to identified need
Deliver	Structured teaching modules delivered
Review	Progress reviewed against intended outcomes
Decide	Return to Universal/Targeted support, continue intervention or consider escalation

Targeted Plus is not a place. It is a pathway that provides structured, specialist-informed support between targeted intervention and specialist provision.

Fund Allocation

The school's Inclusive Mainstream Fund and Early Years Fund allocations will be used primarily to strengthen the Targeted Plus layer through workforce development, specialist pathway training, inclusion hub development, structured intervention resources and implementation support. The majority of funding will be directed towards building sustainable school capacity in Communication and Interaction, SEMH, Sensory and Physical Needs, and Cognition and Learning, ensuring expertise remains within the school and supports future alignment with National Inclusion Standards and Individual Support Plans.

1. Specialist Workforce Development (£15,000)

Activity	Cost
Communication & Interaction pathway training	£3,000
SEMH pathway training	£3,000
Sensory/OT pathway training	£3,000
Executive Functioning/Cognition & Learning training	£3,000
Participation in Enrichment beyond the school day pathway coordinator	£3,000
Total	£15,000

This would create a group of specialist TAs and HLTAs, for example:

- Speech & Language HLTA Lead
- SEMH/Nurture Lead
- Sensory & Regulation Lead
- Cognition & Learning Lead
- Beyond the school day, SEND pathway coordinator

Adult matched to expertise rather than child or class.

2. Inclusion Hub Development (£8,000)

Activity	Cost
Regulation resources	£2,500
Sensory circuit equipment	£1,500
Assessment/intervention resources	£1,000
Flexible furniture & storage	£3,000
Total	£8,000

This helps move away from:

- corridor sensory circuits
- ad hoc intervention spaces

towards a recognisable Targeted Plus environment.

3. Targeted Plus Intervention Resources (£6,000)

Activity	Cost
Groundwork Maths	£2,000
Executive Functioning resources	£1,000
Speech & Language programmes/resources	£1,500
SEMH resources	£1,500
Total	£6,000

The important distinction is:

IMF is funding the infrastructure for Targeted Plus, not individual pupils.

4. Release Time & Coaching (£6,000)

Activity	Cost
HLTA release time	£3,000
TA coaching and modelling	£2,000
Cross-phase moderation and review meetings	£1,000
Total	£6,000

5. Evaluation and System Development (£3,000)

Activity	Cost
Workforce audit	£500
Inclusion dashboard development	£500
APDR/Targeted Plus review systems	£1,000
Parent and pupil participation work	£1,000
Total	£3,000

Summary

Strand	Cost
Specialist workforce development	£15,000

Inclusion Hub development	£8,000
Targeted Plus resources	£6,000
Coaching and implementation time	£6,000
Evaluation and systems	£3,000
Total Allocation	£38,000