Inclusion Strategy Statement

2026–2027

Draft for leadership and governing body review — not yet approved for publication.

School	Tankersley St Peter's Church of England Primary School
Year	2026–2027
Date prepared	October 2026
Review date	Autumn 2027
Inclusive Mainstream Fund allocation	£11,289
Total budgeted IMF expenditure	£11,289 — full allocation identified
Statement authorised by	[HEADTEACHER / GOVERNING BODY APPROVAL DATE]

Our approach to inclusion

Our Christian vision and values underpin our commitment to ensuring that every child belongs, participates and achieves. We aim to identify barriers early and respond through consistently strong universal provision, appropriate adaptations and carefully chosen additional support. We will not wait for a diagnosis before providing help where needs are evident. The Inclusive Mainstream Fund (IMF) will strengthen, rather than replace, our existing inclusive provision.

Identified barriers to learning and participation

1. Literacy and communication

Some pupils experience persistent difficulties with phonics, decoding, spelling, transcription, comprehension, vocabulary or expressing their understanding, restricting access to the wider curriculum.

2. Access to mathematics

Some pupils do not consistently transfer secure number facts and multiplication knowledge into reasoning, problem-solving and more demanding assessments.

3. Variation in adaptive classroom practice

Pupils with SEND and other vulnerabilities need consistently effective modelling, scaffolding, visual support, checks for understanding and appropriately adapted tasks across subjects.

4. Emotional regulation, attendance and participation

Anxiety, emotional and sensory needs, and occasional significant attendance barriers can affect pupils' sense of belonging and sustained access to learning.

5. Overlapping disadvantage

Pupils who are both disadvantaged and have SEND may experience compounded barriers; their progress and participation require systematic review.

Intended outcomes and how we will evaluate them

Consistent high-quality adaptive teaching

Lesson visits, work scrutiny and pupil voice (SEND primary child voice panel) show that agreed approaches are routinely used; SEND pupils can explain and access their learning.

Earlier identification and responsive provision

Termly pupil progress and SEND reviews identify barriers promptly; intervention entry, review and exit decisions are recorded.

Improved literacy and mathematics access

Assessment and work samples show improved progress from starting points in identified literacy and maths skills, with attention to disadvantaged pupils with SEND.

Stronger belonging and participation

Attendance, pupil and family voice, behaviour and participation information show improved access and engagement for identified pupils.

Planned activity and budgeted costs

The following purchases and staffing costs have been identified against the £11,289 IMF allocation. All expenditure is subject to checking eligibility against the grant conditions and retaining supporting evidence.

Priority 1: Universal adaptive teaching

Activity: CPD and coaching on explicit instruction, modelling, scaffolding, visual vocabulary, maths talk, formative assessment and accessible resources. Build on whole-school work in oracy, spelling and foundational skills.

Inclusion principles: High-quality adaptive teaching; ambitious leadership

IMF costs are itemised in the expenditure schedule below.

Priority 2: Early identification and targeted support

Activity: Strengthen assessment and termly review systems; deploy evidence-informed short-cycle interventions for phonics, literacy, language and mathematics. Align targeted provision with classroom curriculum and monitor impact.

Inclusion principles: Early intervention; adaptive teaching

IMF costs are itemised in the expenditure schedule below.

Priority 3: Participation and regulation

Activity: Develop practical classroom regulation approaches, staff guidance and appropriate resources; strengthen access to wider school life for pupils with emotional, sensory or attendance barriers.

Inclusion principles: Belonging and safety; inclusive environments; enrichment

IMF costs are itemised in the expenditure schedule below.

Identified expenditure: £11,289. Remaining balance: £0.

The expenditure schedule links each funded activity to the DfE's seven principles of inclusion. The strongest links are identified for each item; the principles work together across the whole-school strategy. Principle 6 (Partnerships) is supported through collaboration with families, Educational Psychology, Compass Be and other professionals, but has no separately itemised IMF expenditure.

IMF expenditure schedule and intended impact

Expenditure	Cost	Status	Purpose and evaluation
The Nest inclusion hub: interactive whiteboard	£1,675	Purchased	**Linked inclusion principles: 3. Adaptive teaching; 7. Inclusive environments** Supports children with complex needs to access a KS1 curriculum at a slower, manageable pace, with movement breaks and mental-health support. Enables visual, interactive and accessible teaching. Impact evidence: Engagement, curriculum access, work samples, pupil voice and individual small-step progress.
Clicker (Crick Software), three-year licence	£600	Purchased	**Linked inclusion principles: 3. Adaptive teaching; 4. Enrichment** Assistive literacy software for a pupil who needs adapted access to the literacy curriculum, including support with reading and recording written work. Impact evidence: Pupil can produce and communicate more curriculum content with reduced transcription barriers.
Desktop computer for TSA intervention room	£671	Purchased	**Linked inclusion principles: 2. Early intervention; 7. Inclusive environments** Equips the main intervention space used by Year 2 and other groups to deliver accessible resources and targeted programmes. Impact evidence:

			Intervention attendance, delivery records and assessed progress.
Additional adult support for Year 2 pupils	£3,375	Committed / additional provision	**Linked inclusion principles: 2. Early intervention; 3. Adaptive teaching** Provides additional support to several Year 2 pupils who require adaptation and scaffolding to access the curriculum. Impact evidence: Progress from starting points, increased participation and review of support required.
Afternoon SEMH interventions	£505	Added provision	**Linked inclusion principles: 5. Belonging and safety; 2. Early intervention** Targeted support for growing barriers associated with anxiety, attachment-related needs and difficulties navigating social situations. Impact evidence: Pupil voice, engagement, regulation and incident/attendance patterns where appropriate.
Reader pen	£32	Purchased	**Linked inclusion principles: 3. Adaptive teaching** EP-advised assistive technology to reduce reading barriers and improve access to curriculum materials. Impact evidence: More independent access to texts and classroom tasks.
iPad for speech-to-text / dictation	£400 (approx.)	Purchased	**Linked inclusion principles: 3. Adaptive teaching; 4. Enrichment** EP-advised technology to enable a pupil to dictate literacy work when transcription is a barrier to demonstrating learning. Impact evidence: Quality and quantity of recorded work; reduced reliance on adult transcription.
Dyslexia Gold literacy intervention	£823	Purchased	**Linked inclusion principles: 2. Early intervention; 3. Adaptive teaching** Supports pupils with SEND/dyslexia and literacy barriers including weak phonological awareness, visual tracking/binocular-vision difficulties and slow reading fluency, using appropriate components of the programme. Impact evidence: Baseline-to-review reading and phonological assessment;

			progress and engagement. Visual concerns are referred for appropriate professional assessment.
B Squared assessment and tracking	£215	Purchased	**Linked inclusion principles: 2. Early intervention; 1. Leadership and governance** Provides structured assessment of small-step attainment and progress for pupils with complex learning needs who may be working below age-related expectations. Helps identify next steps and evidence progress not readily captured by standard assessments. Impact evidence: Regularly updated individual assessments, small-step progress and informed provision planning.
Laptop for pupil using Clicker	£566 (approx.)	Purchased	**Linked inclusion principles: 3. Adaptive teaching** Dedicated compatible device to enable consistent access to Clicker software and adapted literacy tasks. Impact evidence: Regular use of assistive technology and improved curriculum access.
Year 5 additional adult support (including pupils with medical needs)	£2,427	Additional staffing provision	**Linked inclusion principles: 3. Adaptive teaching; 5. Belonging and safety** Provides additional adult support across Year 5 to improve access to teaching and learning for all pupils with SEND, including pupils with medical conditions. Support will enable appropriate adaptations, participation in classroom activities and timely assistance with learning and care needs. Impact evidence: improved engagement, curriculum access and progress against individual targets; review provision alongside medical and SEND plans.

Existing provision and partnerships

The school's wider inclusive offer includes Read Write Inc. phonics, Fresh Start, structured reading and spelling support, Dyslexia Gold (also included in the IMF expenditure schedule), maths fluency programmes and targeted tuition. Staff use accessible classroom resources and reasonable adjustments informed by assessed need. School works with Educational Psychology, the SCI team, Compass Be, speech and language services and other relevant partners. Existing programmes and partnerships are described as context, not automatically as IMF expenditure.

Implementation, monitoring and governance

- Autumn 2026: confirm allocation, cost activities, establish baselines and agree responsibilities; consult staff, families and pupils as appropriate.
- Spring 2027: review implementation fidelity and early impact through assessment, learning walks, pupil voice, attendance and intervention records; refine provision.
- Summer 2027: evaluate progress and participation, review value for money and prepare annual evaluation for governors.
- Governors will scrutinise spending, evidence of implementation and outcomes. The statement will be published by 31 December 2026 following approval.