Inclusion Strategy – Parley First 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).

School profile information in the source strategy: 305 pupils; 53 pupils (17.4%) identified with SEND; 6.9% with an EHCP; Speech, Language and Communication Needs are the largest identified area of need. The school's approach uses a graduated Assess, Plan, Do, Review cycle and partnership working with families and external agencies.

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026–2029
Date this statement was published	31st November 2026
Date on which it will be reviewed	1st September 2027
Statement authorised by	Senior Leadership Team

Statement of intent

Parley First School is committed to creating an inclusive, nurturing and ambitious learning environment where every child is valued, supported and empowered to succeed. We believe that all children, regardless of background, ability, need or circumstance, have the right to access a high-quality education and to feel a strong sense of belonging within our school community.

Our approach is underpinned by high expectations, personalised support and a commitment to removing barriers to learning. Adaptive teaching, therapeutic and relational practice, strong partnerships with families and external professionals, and specialist provision through The POD enable children to receive the support they need to thrive academically, socially and emotionally. We celebrate diversity, promote equality of opportunity and seek to ensure that every child is known,

understood and enabled to achieve their full potential.

Belonging is central to our vision. We work in partnership with children, parents and carers so that families feel welcomed, valued and listened to. Our learning environments and curriculum are designed to be engaging, meaningful, ambitious and accessible, with multiple routes into learning and careful adaptations that maintain high expectations.

Leaders place inclusion at the heart of strategic planning, resource allocation and curriculum development. Pupil voice, including the views of disadvantaged pupils, pupils with SEND and vulnerable learners, helps shape improvements to learning environments, enrichment, wellbeing and school provision. Parents and carers are involved throughout the graduated Assess, Plan, Do, Review process and in transition and multi-agency planning.

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	Communication and language development: speech, language and communication needs can affect curriculum access, social interaction, emotional regulation, vocabulary development and children's ability to express needs and understanding.
2	Neurodiversity and sensory regulation: increasing needs relating to autism, sensory processing, SEMH, emotional regulation, anxiety and the need for therapeutic or specialist support alongside mainstream learning.
3	Curriculum accessibility and inclusive practice: some pupils require greater adaptation and alternative routes into learning while maintaining ambition; staff expertise in complex SEND and neurodiversity must continue to develop.

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)*
Adaptive teaching and accessible classrooms: visual timetables, scaffolded tasks, chunked instructions, explicit vocabulary teaching, flexible grouping, sensory supports, assistive technology, adaptive questioning, retrieval and overlearning. Addresses barriers 1–3	Universal	Inclusive Mainstream fund £18824 Core Budget
CPD and coaching focused on adaptive teaching, neurodiversity, therapeutic practice, and inclusive curriculum design. Addresses barriers 1–3.	Universal	Coaching time – CPD Core Budget
Communication and interaction provision including speech and language groups, vocabulary enrichment, attention and listening, social communication, visual supports. Addresses barrier 1.	Targeted	SALT costs - £30,000 Language Link costing - £375
Cognition and learning support including phonics catch-up, precision teaching, reading fluency, number sense, pre-teaching, overlearning,	Targeted	Clicker - £2,700 3 year subscription RWI costings for portal - £255

small-group tuition. Addresses barriers 1 and 3.		Staffing costs – £71,000
SEMH, regulation and transition support including ELSA, nurture, emotion coaching, regulation plans, mentoring, therapeutic play, sensory resources and transition groups. Addresses barrier 2.	Targeted	ELSA – Training £800 for SA 26-27, hourly rate of TA to deliver ELSA £6,200 10 hours per week Play Therapy - £6,000 THRIVE - £21,850 OT Costs - £2,000 Music Therapy £650 per term

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
Strong belonging, inclusion and participation for all pupils. (linked to barrier 3)	Pupil voice shows children feel safe, valued and included; participation in learning and wider school activities demonstrate all pupils accessing an appropriate curriculum .
Each child is self-aware and able to manage their own behaviour appropriately linked to their own needs, wellbeing and self-regulation. (Linked to barrier 1-3)	Fewer incidents requiring significant intervention and no suspensions/exclusions; pupils increasingly identify and use regulation strategies independently; positive wellbeing evidence from surveys and pupil voice.
Consistently inclusive teaching and curriculum access. (Linked to barrier 1-3)	Adaptive teaching is evident in all classrooms; environments promote accessibility; pupils develop independence and resilience; curriculum engagement

	remains high and attainment gaps continue to narrow.
Strong outcomes for all pupils with appropriate intervention.	All children make strong progress from baseline assessments. Emerging needs are identified promptly. Targeted interventions are increasingly effective with a clear system of planning and reviewing
Effective family and multi-agency partnership.	Increased parent participation and positive feedback; strong external agency partnerships; continued development of a whole-school culture of belonging.

Review of the previous academic year

This is the first year of the 2026–2029 strategy. The source strategy does not provide a retrospective review of the previous academic year. Progress will be reviewed through the monitoring and evaluation cycle described below.

Monitoring will include termly SEND and inclusion data reviews, attendance and vulnerable-group analysis, pupil progress meetings, provision mapping and intervention evaluation, pupil voice and wellbeing surveys, parent consultation, learning walks, governor monitoring and CPD impact review. Annual review will include the Inclusion Strategy, School Development Plan and accessibility/inclusion audit. The Link Governor named in the source strategy is Chris Morris.

- *Termly Monitoring of Pupil Outcomes*
- *Governor Learning Walk*s
- *Data analysis*
- *Half termly review of interventions*

Further information

Parley First School is committed to providing an inclusive education where every child is supported to achieve their full potential. Alongside our mainstream provision, the school hosts a Specialist Resourced Provision (SRP), known as The POD, which provides specialist support for pupils with identified additional needs while maintaining meaningful inclusion within the wider school community. The provision enables children to access bespoke teaching, therapeutic support, sensory

regulation opportunities and carefully planned integration into mainstream learning and school life.

The school works closely with families, local authority services and external professionals including speech and language therapists, occupational therapists, educational psychologists and health practitioners to ensure that support is tailored to individual needs. Through a graduated approach and strong multi-agency partnerships, we seek to remove barriers to learning and promote successful outcomes for all pupils.

Our commitment to inclusion extends beyond academic achievement. We prioritise belonging, wellbeing, participation and personal development, ensuring that every child feels valued, understood and able to contribute positively to our school community. The Inclusion Strategy sits alongside our SEND Information Report, Accessibility Plan and other key policies which are available on the school website.