



Fly high. Soar!

Inclusion Strategy

2026 - 2027

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	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Stacey Clark

Statement of intent

Carleton Green Community Primary School is a larger-than-average primary school in Lancashire (304 pupils on roll). Due to an intake of 45 pupils annually, children are taught in mixed-age, mixed-ability classes across eleven cohorts alongside the "Little Chicks" pre-school.

Our core vision is **"Fly high. Soar."** We fundamentally believe that *every teacher is a teacher of every child*, including those with Special Educational Needs and Disabilities (SEND). This strategy outlines how we utilise our core offer, combined with targeted resources, to ensure all pupils remain confident, valued, and capable of achieving their full potential

Barriers to learning and participation

Through our termly pupil progress reviews, parental consultations, and localised cohort monitoring, Carleton Green has identified four primary, predictable barriers to learning within our mixed-age environment:

	Detail of barrier to learning
1	Cognition & Learning Limitations: Splitting focus across mixed-age curriculum demands can widen gaps for children who experience slower processing speeds or low prior attainment (LPA).

2	• Speech, Language, and Communication Needs (SLCN): Early foundational communication gaps that disrupt access to the universal Key Stage 1 and 2 frameworks.
	• Physical & Structural Navigation: Managing physical disabilities and sensory regulation within a building that includes multi-level environments (upper Key Stage Two classrooms accessible via staircases).
	• Social, Emotional, and Mental Health (SEMH) / Pastoral Gaps: Maintaining emotional resilience, regular attendance, and a sense of belonging in mixed-ability groups.

Activity in this academic year

The 7 Principles of Inclusion: Strategic Action Plan

Using the DfE's framework, our activity is concentrated on a small number of high-impact, evidence-informed approaches to ensure sustainability and quality.

Description of activity	Activity type	Total budgeted cost
High-Quality Universal Offer & Adaptive Teaching: Ongoing professional development focused on ambitious, adaptive lesson planning for mixed-age, mixed-ability classrooms. Includes adjusted scaffolds, tiered questioning, and assistive technology tools. (Addresses Barrier 1)	Universal	£2000
Early Identification & The Graduated Response: Rigorous implementation of the SEND Support Plan cycle (Assess, Plan, Do, Review) driven by termly Pupil Progress Meetings to evaluate targets before escalating to external multi-agency support. (Addresses Barriers 1 & 4)	Universal	£500

Targeted Speech & Language Interventions: Dedicated delivery of individualised or group Speech and Language Therapy (SALT) programmes utilising trained HLTAs and TAs to deliver bespoke specialist frameworks. <i>(Addresses Barrier 2)</i>	Targeted	£5000
Safe, Calm, and Accessible Environments: Physical modifications including wider doors for wheelchair access, upgraded LED lighting for sensory needs, and a flexible layout policy (e.g., relocating upper KS2 classrooms to the ground floor if required). <i>(Addresses Barrier 3)</i>	Universal	£4000
Enhancing Personal Development Beyond the Classroom: Structured peer integration and "buddy schemes." Active breaktime monitoring by teachers/TAs and Welfare Staff alongside ensuring full SEND representation on the School Council, trips, and performances. <i>(Addresses Barrier 4)</i>	Universal	£2000
Strong Partnerships with Families & Transitions: Deepening our "Open Door Policy" through co-production, providing 6 weeks' notice for review meetings, and delivering enhanced staff-guided handovers during key transitions (e.g., Little Chicks to Reception). <i>(Addresses Barriers 1 & 4)</i>	Universal	£0
Inclusive Pedagogy & Staff Upskilling: Whole-school upskilling on medical needs management (Asthma, EpiPen, Diabetic care with School Health) and motor skill development training to reduce gross/fine motor barriers in early years. <i>(Addresses Barriers 3 & 4)</i>	Universal	£500

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
Reduced reliance on out-of-class intervention	Meeting needs first and foremost within the main classroom framework; narrow academic attainment gaps for Low Prior Attainment (LPA) cohorts during termly Pupil Progress Meetings.
Mastery of individualised communication targets	Demonstrable reduction of communicative barriers tracked through termly / six-weekly Provision Map and SALT reviews.
Full physical and social accessibility across the campus	Seamless navigation of the physical environment for pupils with physical/sensory needs; 100% inclusion of SEND pupils in extra-curricular, council, and trip opportunities.
Improved emotional resilience and belonging	Reduction of persistent absenteeism among vulnerable subgroups, evaluated via monthly Attendance & Engagement Audits.

Further information

To ensure maximum accountability, our Strategy & Budget Review is conducted annually every July by the SENDCo, Headteacher, and Governing Board to maintain strict IMF resource efficiency ahead of the autumn publication mandates.