

Inclusion Strategy – Bankfields Primary School 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) and the inclusive mainstream fund (IMF).

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026/27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	E Gatenby (Head Teacher)

Statement of intent

At Bankfields Primary School, we are committed to creating a nurturing, caring and safe environment where every child feels supported, valued and included. Guided by our motto, *“Be Happy, Be Successful, Be Proud, Be Bankfields,”* we strive to ensure that every pupil develops a strong sense of belonging, achieves their full potential and flourishes both academically and personally. Inclusion is a strategic priority that underpins all aspects of school improvement, leadership and decision-making, reflecting our belief that every child can succeed when provided with the right opportunities, support and encouragement.

We believe that every child has the right to access a broad, balanced and ambitious curriculum within an inclusive mainstream setting. Through high-quality teaching and learning and our child-led, enquiry-based curriculum, we foster curiosity, independence and a lifelong love of learning. We maintain high aspirations and expectations for all pupils, regardless of their starting points, needs or circumstances, and ensure that staff are equipped to adapt teaching effectively so that all learners can access, participate in and achieve success within the full curriculum.

Our inclusive approach is rooted in evidence-informed practice and the early identification of need. Strong relationships between staff, pupils and families enable us to know our children well and respond quickly when barriers to learning emerge. Through effective assessment, adaptive teaching, targeted interventions and carefully planned support, we ensure that provision is implemented at the right time and matched to individual needs. This enables children to develop confidence, resilience, independence and positive attitudes towards learning.

We are committed to providing accessible and enriching opportunities that extend beyond the classroom and support pupils' wider development. We recognise that inclusion encompasses academic achievement, emotional wellbeing, personal development and preparation for future life. Through our broad curriculum, enrichment opportunities and comprehensive pastoral support, we help children develop the skills, confidence and independence needed to thrive. Our Thrive Approach plays a central role in promoting emotional wellbeing, self-regulation and positive

relationships, with trained Thrive Practitioners working across the school to provide targeted support and early intervention. This provision is complemented by access to our in-school counsellor, ensuring that pupils receive specialist support when needed. Together, these approaches help children feel safe, understood and supported, enabling them to engage successfully in learning and school life.

A safe, respectful and welcoming culture is central to our vision. We foster positive relationships, high expectations for behaviour and attendance, and a strong sense of belonging for all members of our school community. Our classrooms are designed to be calm, purposeful environments where pupils feel respected, understood and empowered to take an active role in their learning.

Partnership is fundamental to successful inclusion. We work collaboratively with pupils, parents and carers, staff, governors, trust leaders and external agencies to ensure that children's needs are understood and supported effectively. We value the voices of all stakeholders and recognise that the best outcomes are achieved when children are supported through strong partnerships built on trust, communication and shared responsibility.

We are also committed to developing inclusive environments that support the diverse needs of our learners, including use of a specialist sensory room and dedicated Thrive rooms. We continually review and improve our provision, resources and learning environments to ensure that they remain accessible, welcoming and responsive to the changing needs of our school community. Through this ongoing commitment to inclusion, we aim to ensure that every child is happy, successful, proud of their achievements and proud to be part of Bankfields Primary School.

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
1	Complex home-lives
2	Limited or no experience of the world beyond their local environment
3	Low level of parental education
4	Low aspirations
5	Social and emotional barriers
6	Poor learning behaviour
7	Attendance issues (including persistent absentees)
8	Weaker language and communication skills, particularly in the Early Years
9	Fine and gross motor skills, particularly in the Early Years
10	Increasing prevalence of neurodiverse conditions

11	Lack of available specialist provision within the Local Authority for children who need it
12	Increasing number of children identified as having SEND across school with increasingly complex needs
13	A higher proportion of children who enter nursery and Reception who are not 'school ready'.

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 <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
To understand and support the sensory needs of specific children across school through: • Use of specialist Treetops assessments for identified children. • Sensory training for all staff to develop their knowledge and understanding of how to support children's sensory needs.	Targeted	£489 + cost of Treetops £1,163.76
To ensure our staff have access to high-quality, ongoing CPD to support them in understanding how to effectively support children with a wide variety of SEND needs. This training will be based around the most recent research and updates in the field.	General	£750
Reduce class/teaching group sizes to enable more bespoke, carefully adapted teaching and learning to meet the needs of all children. This will support all groups of pupils in achieving their potential through Quality First Teaching. (extra teacher Y3/4 and additional teacher mornings + 1 PM in Y5/6)	Targeted to KS2	£120,152
Higher level of support for higher needs pupils to facilitate highly effective inclusive practice and to support all pupils in being able to access a	Targeted to Y1	£14,109

mainstream curriculum. This support will also ensure that a higher proportion of our Y1 children develop the foundational skills required to successfully progress onto the next stage of their learning.		
To provide training for parents in the Thrive Approach so that they can implement strategies within the home to support the regulation and emotional wellbeing of their children.	General	£259.95
To provide bespoke support and training for parents of neurodivergent children through Daisy Chain Family Learning Sessions.	Targeted – parents of neurodivergent children.	£585
To deliver weekly Rhyme Time sessions specifically for parents of nursery and pre-nursery children to support school readiness.	Targeted – pre nursery and nursery children.	Free – provided by Thrive at Five
To ensure that our pupils have timely access to Educational Psychologist and specialist teacher support and assessments when required.	Targeted for children requiring EP or specialist teacher assessments	Annual cost of EP £2400 and Specialist Teacher support £950
Total IMF Funding Received		£11960 + £2803.61 from LA for Early Years = £14,763.61
Total Cost		£ 140,858.71

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
All staff will have access to high-quality CPD to strengthen their highly inclusive practice and to support them in meeting the needs of all of our children.	- Staff will have the most up-to-date knowledge around inclusive practice and SEND support, based on the most recent research. - All pupils will make at least good progress. - All pupils will be able to access learning within a highly-inclusive classroom environment.
Teaching groups will remain small each morning to facilitate Quality First Teaching; a highly	Pupils needs will be fully met enabling them to all make at least good progress.

adaptive provision; targeted intervention; high-quality feedback and bespoke support for all pupils.	• Our school provision will be highly-inclusive, enabling all learners to achieve success.
A high level of support to be in place for all of our pupils with SEND, particularly in the Early Years and KS1.	• Staff will be able to effectively meet the needs of our pupils with SEND, enabling the children to make good progress. • Our school provision will be highly-inclusive, enabling all learners to achieve success.
Parents will be able to access specialist support around supporting their child's SEND needs and emotional wellbeing and regulation.	• Parents will have the tools to be able to effectively support their child's needs at home and work in collaboration with school.
Timely access to Educational Psychologist, Sensory, and Specialist Teacher assessments for all pupils who require it.	• Pupil's needs will be accurately and promptly assessed so that adjustments to support them can be made in school and recommendations built into support plans.

Review of the previous academic year

From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.

To support this, you should use:

- *Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.*