Inclusion Strategy – Chilton Primary 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).

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-2027
Date this statement was published	21/09/2026
Date on which it will be reviewed	01/09/2027
Statement authorised by	Carly Reavill Assistant Head & SENCO

Statement of intent

At Chilton Primary School, we believe every child deserves to feel safe, valued and included, with the opportunity to achieve their potential. We recognise that children have different strengths and needs, and that fairness means providing the support each child needs to succeed.

Our inclusion strategy aims to remove barriers to learning and participation through high-quality adaptive teaching, early identification of need and appropriate universal and targeted support. As an Attachment Aware and Thrive school, we prioritise positive relationships, emotional wellbeing and co-regulation, helping children develop the skills and confidence they need to engage with learning.

During 2026–2027, we will prioritise speech, language and communication; social, emotional and mental health; inclusive classroom environments; and support for children with increasingly complex needs. We will use our core school budget, including the notional SEN budget, alongside the Inclusive Mainstream Fund (IMF), to strengthen inclusive provision and improve outcomes.

Our approach reflects the seven principles of inclusion through ambitious leadership, evidence-informed early intervention, adaptive teaching, accessible enrichment, a safe

and respectful culture, partnership with families and professionals, and continuous improvement to inclusive environments.

We will monitor the impact of our provision through assessment information, pupil engagement, wellbeing measures, attendance and feedback from staff and families. This will help us evaluate what is working, identify areas for improvement and ensure our provision continues to respond to the needs of our school community.

Barriers to learning and participation

	Detail of barrier to learning
1	**Speech and Language Communication Needs (SLCN)** An increasing number of children are entering school with underdeveloped speech, language and communication skills. This can impact their ability to understand and follow instructions, communicate their needs, develop vocabulary, build relationships and access the curriculum. There is an increasing need for targeted speech and language support and whole-school approaches to developing communication skills.
2	**Social, Emotional and Mental Health (SEMH)** There is an increasing number of children presenting with social, emotional and mental health needs, including low wellbeing, anxiety and difficulties with emotional regulation. These needs can significantly affect children's readiness to learn, ability to engage with classroom routines and capacity to sustain attention and participation. There is a growing need for preventative and targeted pastoral, relational and therapeutic support to enable children to regulate and access learning.
3	**Increasing Prevalence of SEND and SEN register numbers** The school is experiencing an increase in the number of children presenting with SEND, including children with diagnosed or suspected autism, ADHD and dyslexia, alongside a growing number of children presenting with traits associated with these conditions. This increase in both prevalence and complexity places greater demands on classroom provision, adaptive teaching, specialist knowledge and targeted intervention.
4	**Meeting Increasingly Complex Needs Within a Mainstream Environment** There is an increasing number of children presenting with complex and significant needs that can make accessing a mainstream classroom environment and age-appropriate learning challenging. Some children require highly personalised provision, increased levels of adult support, environmental adaptations, sensory regulation opportunities and a greater level of differentiation than can typically be provided through universal classroom approaches alone. Ensuring that provision remains inclusive while meeting these increasingly complex needs is placing additional demands on staffing, resources and specialist expertise.

Activity in this academic year

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)*
Barrier 1 – Speech, Language and Communication Needs **Speech and Language Link assessments will help identify children who require additional support. A trained speech and language TA will deliver targeted 1:1 or small-group support, with progress reviewed to inform next steps.**	Targeted	IMF Grant: £15,700 Specialist Senior TA wage £25,118 Speech and language link subscription £612.00
Barrier 1 – Speech, Language and Communication Needs **A trained speech and language TA will screen children in Reception, Year 3 and Year 5 using the Language Link screener. Findings will inform whole-school planning for speech, language and communication and help identify children who may benefit from targeted support.**	Universal	
Barrier 2 – SEMH Support **Whole-school Thrive provision, including class-based approaches and provision informed by class Thrive action plans, will support emotional wellbeing, positive relationships, emotional regulation and readiness to learn. Impact will be reviewed through Thrive information and observations of engagement.**	Universal	3 x part time TA wage (3 x 25hrs £58,851) Or (3 x 15hrs £34,389 Whole school Thrive Subscription £2100 Thrive course CPD x 3- £300

Barrier 2 – SEMH Support **Targeted SEMH and wellbeing provision includes two Play Therapists, ELSA support, three Thrive practitioners, Dare to Differ mentoring and Spurgeons support. Provision is matched to individual children's needs to support emotional regulation, wellbeing, relationships and engagement in learning.**	Targeted	Therapist wage x 1 day £358.17 Therapist supervision - £67.50 every month D2D £7950 Spurgeons £4,248
Barrier 3 – Increasing Prevalence of SEND and SEN Register Numbers **Each class will have a regulation station where children can use taught whole-school strategies to support regulation. The SENCO and Thrive practitioner will monitor the stations, and Thrive wellbeing scans will be completed regularly to help identify needs and inform support.**	Universal	Regulation station stock approx- £300
Barrier 3 – Increasing Prevalence of SEND and SEN Register Numbers **Classrooms will offer flexible seating and inclusion trolleys containing resources such as ear defenders, fidget toys, pencil grips and weighted lap pads. Staff will support children to access resources appropriately in response to their learning and regulation needs.**	Universal	Inclusion trolley restock approx - £300 Flexible seating restock approx - £400
Barrier 3 – Increasing Prevalence of SEND and SEN Register Numbers **Children experiencing significant barriers to writing will be considered for access to Clicker. Staff training will support effective use of the programme, with progress and impact on access to writing reviewed.**	Targeted	Clicker £845.33

Barrier 4 – Meeting Increasingly Complex Needs Within a Mainstream Environment **The SENCO will work with relevant staff to review the needs of children with complex SEND and consider appropriate adaptations, deployment of staff and use of resources. Provision will be reviewed in response to children's changing needs and access to learning.**	Targeted	TAs are deployed as necessary to meet the increasing complex need.

Intended outcomes

Intended outcome	Success criteria
Improve children's wellbeing and readiness to learn through whole-school and targeted support, helping them develop and use regulation strategies and access classroom learning.	• Attendance and patterns of absence reviewed against baseline information. • Thrive measures reviewed over time where available. • Staff observations show increased engagement and use of taught regulation strategies. • Wellbeing information and meetings inform adjustments to provision.
Improve speech, language and communication across the school so children can communicate their needs and participate more confidently in learning.	• Initial and follow-up Language Link information shows progress where appropriate. • Staff observations identify improvements in understanding instructions and communicating needs. • Children show increased engagement and participation in classroom activities.
Ensure classrooms are inclusive by design, with accessible and neurodiversity-friendly spaces and resources that support a range of learning and regulation needs.	• Monitoring confirms agreed inclusive resources and adaptations are available and used appropriately. • Staff feedback identifies confidence and training needs. • Classroom monitoring shows adaptations support access to learning and participation.

Improve how provision is planned and reviewed for children with complex SEND, so individual needs are considered and support is adapted to promote access to learning.	• Provision and adaptations are reviewed with relevant staff and families, as appropriate. • Agreed support and adaptations are implemented and reviewed. • Progress towards individual outcomes and access to learning are considered when evaluating provision.