Inclusion Strategy –

Flash Ley Community 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	1st December 2026
Date on which it will be reviewed	1st December 2027
Statement authorised by	Joanne Banks Headteacher

Statement of intent

At Flash Ley we strive to ensure that inclusion is a culture that underpins all that we do. Staff at Flash Ley are relentless in their determination to meet the needs of all learners and to support all pupils to thrive. We recognise that children have different starting points, discrete lived experiences and that needs greatly differ. We recognise and are more aware of neuro-diversity and that some pupils face barriers to learning that can place them at a disadvantage. Staff are well trained to identify barriers that may affect participation, learning, belonging and attendance. Training has already taken place to support staff to deliver Trauma Informed, Relational and Restorative Practice and Emotion Coaching. Staff are fully aware of the impact that ACE's can have on our children and the process of developing more nurturing, calming classroom environments is already in place.

Guided by the SEND Code of Practice and the Equality Act, we identify needs promptly and act quickly to respond with appropriate adjustments or intervention. Inclusion is reflected in our daily classroom practice through adaptive teaching, reasonable adjustments, strong relationships, clear and high expectations and a clear emphasis on belonging. For those children identified as having a clear SEND need, the graduated approach is implemented and we have a SEND register to ensure that these pupils receive more targeted support.

At Flash Ley Primary School, our ultimate objective is that every child, including those with SEND, feels a strong sense of belonging; we identify and remove barriers to learning and participation as early as possible; every child can take a full and active part in school life; high quality, inclusive teaching meets the needs of all our learners; and we work in close partnership with families and the wider school community. We are committed to building an inclusive core offer for all pupils, alongside timely, targeted support for those who need it.

This strategy works towards that objective by combining a strong universal offer with early, evidence-informed intervention. We use our inclusive mainstream fund allocation alongside our

core and notional SEN budgets to strengthen inclusive teaching, support emotional wellbeing and belonging, and identify and remove barriers to learning and participation as early as possible.

All staff share a consistent language for talking about wellbeing and emotional regulation, building a whole-school culture of belonging. We deliver this through the myHappymind programme. We review our whole-school universal offer against the principles of inclusion each year to identify where to strengthen practice. We deliver this through the Belong whole-school inclusion audit. Every child learns how their brain works, how to manage their emotions and how to build healthy habits for life, as our universal whole-school approach to wellbeing and belonging. We deliver this through the myHappymind programme, which is backed by the NHS and Centre for Mental Health. Children learn practical strategies to recognise, manage and regulate their own emotions. We deliver this through myHappymind Places, our self-regulation toolkit.

In developing this strategy, we have addressed the 7 principles of inclusion and worked with our staff, families and the wider school community. To understand the barriers our pupils face, we drew on classroom observation and engagement with teachers; internal assessments; engagement with families and pupils; discussions with external professionals; data on send, attendance, behaviour and attainment. We will keep this statement under review so that it continues to reflect the needs of our cohort.

We will monitor and review the impact of this strategy throughout the year. The Senior Leadership Team, SENCO, and Inclusion Lead have regular meetings monitoring key areas including behaviour, attendance, SEND, safeguarding as well as pupil progress meetings.

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	Speech, language and communication needs At Flash Ley, 27 out of the 50 children (54%) on the SEND register are identified as having Communication and Interaction as their Key Area of Need. This has been increasing over the last 5 years with a noticeable lack of speech and language skills on entry to school.
2	Gaps in reading and literacy At Flash Ley, out of 187 pupils on roll, 50 children are identified as having a SEND need and are on the SEND register. That is 27% of all Flash Ley pupils. This has been steadily increasing over the last 5 years.
3	Gaps in numeracy At Flash Ley, out of 187 pupils on roll, 50 children are identified as having a SEND need and are on the SEND register. That is 27% of all Flash Ley pupils. This has been steadily increasing over the last 5 years.
4	Attention, focus and executive function At Flash Ley, out of 187 pupils on roll, 50 children are identified as having a SEND need and are on the SEND register. That is 27% of all Flash Ley pupils. This has been steadily increasing over the last 5 years.
5	Social, emotional and mental health needs, including anxiety and low mood At Flash Ley, 5 out of the 50 children (10%) on the SEND register are identified as having SEMH as their Key Area of Need.

	We have seen a marked increase in children needing SEMH support across the school, these children are being supported through a variety of strategies and are not automatically added to the SEND register.
6	Difficulty with emotional regulation We are seeing an increase in children across the school needing support with co-regulation or self-regulation. This can be varied in its presentation with support needed to attend school, enter school, accessing lessons, or becoming dysregulated during the school day.
7	Experience of trauma or attachment-related needs Many of our children have ACE's and we remain vigilant in being fully aware and mindful of children's varied life experiences.
8	Sensory processing and self-regulation needs At Flash Ley we are conscious of the range of needs of our neurodiverse pupils. We have a significant number of children 52% of children on role, who are either diagnosed, under assessment or have been referred for neurodevelopmental assessment.

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)**
All staff share a consistent language for talking about wellbeing and emotional regulation, building a whole-school culture of belonging. We deliver this through the myHappymind programme. Addresses barrier(s): 5, 6, 7	Universal	£3795
We review our whole-school universal offer against the principles of inclusion each year to identify where to strengthen practice. We deliver this through the Belong whole-school inclusion audit. Addresses barrier(s): 5, 6	Universal	As above
Staff notice and understand a wider range of pupil needs early, without waiting for formal assessment or diagnosis. We deliver this through myHappymind Belong, our approach to inclusion. Addresses barrier(s): 1, 4, 5, 6, 7, 8	Universal	As above
Staff access deeper, targeted guidance to support specific areas of need. We deliver this through Belong's specialist toolkits. Addresses barrier(s): 1, 4, 5, 6, 7, 8	Targeted	As above

In the early years, we support children's personal, social and emotional development right from the start. We deliver this through Ready to Shine. Addresses barrier(s): 1, 5, 6	Universal	As above
Every child learns how their brain works, how to manage their emotions and how to build healthy habits for life, as our universal whole-school approach to wellbeing and belonging. We deliver this through the myHappymind programme, which is backed by the NHS and Centre for Mental Health. Addresses barrier(s): 4, 5, 6, 7	Universal	As above
Children learn practical strategies to recognise, manage and regulate their own emotions. We deliver this through myHappymind Places, our self-regulation toolkit. Addresses barrier(s): 4, 5, 6, 8	Universal	As above
We strengthen our partnership with families through at-home resources and a shared language parents can use beyond the school gate. We deliver this through the myHappymind app. Addresses barrier(s): 5	Universal	As above
Increased ration of staff in school and provision of professional development focused on improving classroom teaching through the funding of training and cover to strengthen adaptive teaching, including scaffolding and assistive technology. Addresses barrier(s): 1, 2, 3	Universal	£340,666
Develop quiet spaces and structured activities for breaktimes and lunchtimes Addresses barrier(s): 6	Universal	£2,400
Taking part in new programme - Speech & Language Essentials for Every School Addresses barrier(s): 1	Universal	£3,350
Development of Inclusive environments – nurturing calming spaces, calming tents, decluttered classrooms, neutral walls and backgrounds, sensory resources and circuits Addresses barrier(s): 5, 6, 7, 8	Universal	£820
Delivery of EPATT intervention Addresses barrier(s): 1, 2, 3	Targeted	Within TA costings
Access to Autism Training x 5 sessions Addresses barrier(s): 4, 5, 6, 8	Targeted	£75
Access to X-hail sessions Addresses barrier(s): 5, 6, 7, 8	Universal	£1440
ELSA provision – 2 x TA's being trained to deliver support	Targeted	£1726

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

A stronger sense of belonging and wellbeing across the cohort	Pupil voice and wellbeing surveys show an increase in pupils reporting they feel they belong and are supported.
Greater staff confidence and consistency in inclusive, adaptive teaching	Staff surveys and learning walks show increased confidence and more consistent use of inclusive, adaptive teaching strategies.
Earlier identification of Speech, Language and Communication needs, and earlier support	Speech, Language and Communication needs are identified and support put in place sooner, evidenced by the time between first concern and support being recorded.
Improved speech, language and communication across the cohort	Language screening and teacher assessment show more children reaching age-related expectations in communication.

Review of the previous academic year

This is our first inclusion strategy under the inclusive mainstream fund, so there is no previous academic year to review. We will assess the impact of this strategy at the end of the year, drawing on assessment data, attendance, engagement and pupil and family feedback, and use what we learn to shape next year's strategy.