Parkstone Primary School Inclusion Strategy November 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	2026-2027
Date this statement was published	November 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mrs Sarah Waller

Statement of intent

This Inclusion strategy should be read alongside Humber Education Trust Strategy which outlines all the universal and targeted support we have in place.

At Parkstone, we believe that every child should feel welcome, valued and supported to do their very best. We are proud of our diverse school community, and many of our pupils receive support for special educational needs and disabilities (SEND). We are committed to helping every child succeed.

Our aim is for all children to feel that they belong, are understood and can participate fully in every aspect of school life. We want every pupil to leave our school as a confident learner who is ready for the next stage of their education. Through high expectations and the right support, we have successfully closed the disadvantage gap at Key Stage 2 over the last three years. We now want to build on this success by continuing to promote excellent attendance, identifying and addressing barriers to learning at an early stage, improving reading outcomes across the school, and strengthening support for our youngest children, particularly those with significant communication and learning needs.

Our inclusion strategy helps us achieve these goals by identifying children's needs as early as possible and putting support in place quickly. We work closely with families, staff and external professionals to identify and support children with SEND, helping them make the best possible progress from their individual starting points.

Our strategy is based on the seven principles of inclusion. This means that every child is welcomed, respected and encouraged to participate fully in school life. We have high

expectations for all pupils and provide the support they need to achieve them. Learning is adapted to meet individual needs while ensuring children remain part of their class and wider school community. We celebrate different cultures, languages, experiences and strengths. We work closely with families and professionals to understand children's needs and provide the right support. We focus on removing barriers to learning and helping children find ways to succeed. We also regularly review our practice to ensure our inclusive approach continues to meet the needs of all pupils.

Families and the wider school community have helped shape this strategy. Through meetings, consultations, workshops, pupil voice activities, and discussions with governors and other partners, we have listened carefully to what is important to our community. Parents regularly tell us that clear communication, a sense of belonging, and early support are priorities, and these principles are at the heart of our approach.

By working together, we will continue to create a school where every child feels safe, happy, included and successful, with the support they need to grow, learn and achieve their full potential.

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	**Speech, Language and Communication Needs** An increasing number of children enter the Early Years Foundation Stage with delayed speech, language and communication skills. Over the past two years, this has risen from 13% to 24% of pupils in Reception and Year 1. These difficulties can affect children's learning, social interaction, confidence and readiness for school. Early identification and intervention are essential to ensure children receive the support they need and are able to make strong progress from their starting points.
2	**Cognition and Learning Difficulties** A growing number of pupils require support for specific learning difficulties, including difficulties with memory, processing, attention and concentration. Over the past two years, the proportion of pupils identified with these needs has increased from 13% to 16% which includes 9 children with an EHCP.

	These challenges can have a significant impact on learning across the curriculum, particularly in literacy and numeracy, and may affect pupils' confidence and engagement in school. We are also seeing an increase in pupils with more complex and overlapping needs, reinforcing the importance of early identification, inclusive teaching approaches and timely intervention.

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)*
1	**Strengthen early identification and intervention for speech, language and communication needs.** This will include staff training in WELLCOMM, screening of pupils in EYFS and Year 1, and the delivery of targeted speech and language interventions. Wherever possible, intervention activities will be delivered through daily classroom practice, language-rich learning experiences, play-based activities and established classroom routines.	Universal and targeted	£ 2,439 contribution to outreach services £3,224 contribution to speech linc.

	This activity will support pupils' readiness for learning and improve outcomes across the curriculum.		£ 7,000 Appointment of teaching assistant part time to deliver bespoke, targeted S&L programmes
2	**Cognition and Learning Difficulties** Staff will receive ongoing professional development using the Trust's adaptive teaching, cognitive strategies and working memory materials, supplemented by advice and resources from the Cognition and Learning Services. Targeted interventions will be implemented for pupils who require additional support, ensuring that barriers to learning are identified and addressed at an early stage. Widgit software implemented in classrooms and for individual pupils in line with their needs to support cognitive demand and understanding of routines and instructions.	Universal with targeted support	As above contribution to outreach services £ 6,725 Additional 0.5 per week SENCO capacity to provide hands-on classroom support, modelling and coaching for staff working with pupils with complex needs, strengthening consistent inclusive practice and the effective implementation of individual strategies and reasonable adjustments.
Inclusion funding received £15,365			**Total spending** **£19,338**

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
1. Speech, language, and communication needs are identified early, allowing pupils to receive timely support and develop the communication skills needed to succeed academically and socially.	100% pupils receiving speech and language interventions demonstrate sustained and measurable progress from baseline assessments, with the majority achieving their individual communication targets. An increased proportion of pupils achieve age-related expectations in communication and language by the end of EYFS (at least in line with National average - 79.5%) and Year 1 compared with the previous academic year. Parent surveys indicate a significant increase in confidence and understanding of strategies to support communication and language development at home.
2. Pupils with cognition and learning difficulties will make good progress from their individual starting points through high-quality adaptive teaching and targeted interventions.	Adaptive teaching strategies are consistently evident in all lessons observed and are routinely identified through learning walks, planning scrutiny and pupil work reviews. At least 80% of pupils participating in intervention programmes demonstrate measurable progress between entry and exit assessments, with the majority successfully achieving their identified targets and no longer requiring additional intervention. Termly assessment data demonstrates a sustained reduction in attainment and progress gaps for pupils with SEND, with an increasing proportion achieving age-related expectations and making expected or better progress from their starting points.

Review of the previous academic year (*Complete July 2027)*

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.*