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 *Statement ratified by Park Road Academy Headteacher and Governing Board prior to publication date*	[DATE – to be completed before publication]
Date on which it will be reviewed	July 2027

Statement of intent

Park Road Academy is a one-form-entry primary school with Nursery provision, serving a close-knit school community. Our inclusive approach builds upon established relationships with children and families, high expectations for all pupils and a commitment to identifying and addressing barriers to learning and participation from the earliest stages of education.

At Park Road Academy Primary School, our commitment to inclusion is rooted in our school ethos and PRAPS values of **Pride, Resilience, Ambition, Perform and Succeed**. We believe that every child should feel happy, valued and included within our welcoming school community, developing the confidence, independence and resilience to achieve their full potential. We maintain high expectations for all pupils and are committed to ensuring that every child belongs, participates and has access to an ambitious and inclusive curriculum.

Our strategy is informed by a thorough understanding of the needs of our pupils, with particular attention to children with Special Educational Needs and Disabilities (SEND), emerging or additional needs, and those experiencing barriers to learning, participation, attendance or belonging. We recognise that every child is unique and that individual characteristics and circumstances may interact to create or increase barriers to learning and development.

Through assessment, attendance and participation information, alongside pupil and family voice and wider school evidence, we identify commonly occurring and predictable needs and barriers within our school community. We respond through high-quality adaptive teaching, a strong inclusive universal offer and carefully planned targeted support where required. Support is proportionate to need, begins when barriers are identified and does not depend on a formal diagnosis.

Reflecting our school ethos of positive relationships, respect, cooperation and care for others, we work closely with pupils, families and wider professionals to ensure that children feel understood, supported and able to succeed. Through early identification, appropriate intervention, reasonable adjustments and a commitment to promoting independence, we aim to remove barriers and enable every child to participate fully in school life.

Our ultimate aim is for every child at Park Road to feel a strong sense of belonging, take pride in their achievements, develop resilience when faced with challenges and have the ambition, confidence and opportunities to perform and succeed in ways that reflect their individual strengths, aspirations and potential.

This Inclusion Strategy sets out how we will strengthen our inclusive provision, respond to the identified needs and barriers within our school community, and evaluate the impact of our approaches on pupils' learning, wellbeing and participation.

Barriers to learning and participation

The following barriers to learning and participation have been identified through our ongoing assessment, monitoring and understanding of pupils' needs, including SEND identification, attainment and progress, attendance, participation, and pupil and family voice. These barriers inform our inclusive universal provision and targeted support. We will continue to review the evidence throughout the academic year to ensure our approaches remain responsive to the needs of our school community.

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	Differences in communication, vocabulary, language, literacy and personal, social and emotional development are evident for some children on entry, particularly in the early years and for pupils with SEND, disadvantage or EAL.
2	Emerging or changing SEND, medical, sensory or SEMH needs are not always identified or understood consistently enough, and the assess–plan–do–review cycle requires continued strengthening.
3	Variation in adaptive teaching, classroom scaffolding and adult support can affect access to the full curriculum and the development of pupil independence.
4	Anxiety, emotional regulation, resilience, peer difficulties or emotionally based school non-attendance can affect attendance, engagement and pupils' sense of belonging.
5	Financial, medical, sensory, communication, emotional or practical factors can restrict access to clubs, visits, residentials, leadership, outdoor learning and other wider opportunities.
6	Some families need greater clarity and confidence around SEND pathways and available support; physical, sensory and digital aspects of the environment can also create avoidable barriers for individual pupils.

Activity in this academic year

The following activities have been prioritised for the 2026–2027 academic year to address the identified barriers to learning and participation, strengthen inclusive practice across the school and improve outcomes for all pupils, particularly those with SEND or additional needs.

The planned activities focus on strengthening our inclusive universal offer alongside providing targeted support where required. Each activity has been selected to address one or more of the identified barriers, ensuring that funding is used purposefully to improve access, participation, independence and outcomes for children across our school community.

Inclusive Mainstream Fund 2026–27

Our planned activities reflect the Department for Education's seven principles of inclusion and are designed to strengthen our inclusive universal offer alongside effective targeted support. Activities have been prioritised in response to the barriers identified within our school community, with a focus on early identification, high-quality adaptive teaching, participation, belonging, family partnerships and accessible learning environments.

Park Road Academy's confirmed Inclusive Mainstream Fund (IMF) allocation for 2026–2027 is £8,817. This additional funding will be used to strengthen and develop our existing inclusive provision, with planned expenditure focused on the identified barriers to learning and participation across our school community.

The activities outlined below will be funded through the IMF allocation, with a total planned expenditure of £8,817. These activities complement the school's existing inclusive provision, which continues to be supported through core school funding, including the notional SEN budget. This includes high-quality teaching, reasonable adjustments, graduated SEND support and wider pastoral and inclusion arrangements.

The IMF allocation therefore represents additional investment in our inclusive offer, building upon the provision and resources already available within school.

Description of activity	Activity type	Total budgeted IMF cost
Additional leadership release and implementation support directly linked to inclusion needs analysis, strategy implementation, staff development, governor scrutiny and impact evaluation. This is additional activity rather than routine administration. Addresses barriers 1–6.	Universal	£700 IMF
Strengthen evidence-informed early identification and intervention through screening/assessment, targeted intervention resources, implementation-fidelity checks and evaluation of impact. Addresses barriers 1 and 2.	Universal and targeted	£2,000 IMF
Strengthen high-quality adaptive teaching and curriculum access through inclusion-focused CPD, coaching, staff release and shared classroom resources, including scaffolding, explicit instruction, reasonable adjustments and approaches that promote independence. Addresses barriers 1–3.	Universal	£2,200 IMF
Improve access to enriching provision by removing identified barriers to clubs, visits, residentials, outdoor learning and wider opportunities, including proportionate participation support and reasonable non-capital adaptations. Addresses barrier 5.	Universal and targeted	£900 IMF
Strengthen belonging, emotional regulation and attendance through EBSNA-informed practice, trusted-adult/pastoral approaches, regulation resources and staff development. Addresses barrier 4.	Universal and targeted	£867 IMF
Strengthen partnerships with families and wider services through SEND information and workshops, SENDCo drop-ins, transition support, accessible communication and specialist liaison linked to identified pupil needs. Addresses barriers 2, 4 and 6.	Universal and targeted	£900 IMF
Improve inclusive environments and accessibility through an accessibility/sensory audit and eligible non-capital resources or adjustments, such as visual supports, regulation resources, accessible signage and assistive technology, where these address identified barriers. Addresses barrier 6.	Universal and targeted	£1,250 IMF

Intended outcomes

This explains the outcomes we want our inclusive approaches to achieve and how we will measure their impact.

Monitoring and evaluation

The impact of our inclusion strategy will be monitored through termly reviews of pupil progress and attainment, attendance and engagement, assess–plan–do–review documentation, intervention outcomes, classroom practice, participation in wider school opportunities, and pupil and parent/carer feedback. Leaders will use this information to evaluate the effectiveness of provision, identify where further adjustments are required and report progress to governors. Baseline information and subsequent reviews will inform the evaluation of intended outcomes in July 2027.

Intended outcome	Success criteria
Needs are identified and addressed early.	Staff recognise emerging barriers and respond promptly; identified pupils have purposeful APDR/support plans reviewed at least termly; pupil and parent/carer views inform reviews; specialist advice is sought where required.
Teaching is inclusive, ambitious and promotes independence.	Monitoring shows consistent adaptive teaching and reasonable adjustments; pupils access the full curriculum; adult support increasingly enables rather than replaces independence; agreed staff development is completed and evaluated.
Communication and early development improve.	Pupils receiving language, communication, literacy or PSED support make measurable progress from starting points and interventions show clear entry, review and exit measures.
Pupils feel safe, included and able to attend.	Pupil voice shows strong belonging and access to a trusted adult; emerging attendance concerns are acted on early; EBSNA/reintegration plans show improved engagement or attendance.
Participation in the wider offer is equitable.	Participation data is reviewed by pupils experiencing additional needs or barriers; identified gaps in clubs, trips, residentials, leadership and enrichment reduce; reasonable adjustments and financial/medical support enable participation wherever possible.
Families understand and influence support.	Parent feedback shows improved confidence in SEN Support, APDR, referrals and EHCP pathways; families know who to contact; consultation informs plans and reviews; agreed accessibility actions are completed and evaluated.

Review of the previous academic year

2026–27 is Park Road's first Inclusion Strategy under the Inclusive Mainstream Fund arrangements, so there is no previous IMF strategy to review against these outcomes. Our 2025–26 practice provides the baseline. Existing approaches included early-language, vocabulary and nursery-rhyme work, SALT support, SEND identification and graduated support, developing EBSNA and Strengthening Families work, adaptive teaching, medical planning and access to the wider offer.

Autumn 2026 baselines will add attainment/progress, attendance, APDR audit, pupil/parent voice and participation evidence so leaders and governors can confirm measurable success criteria and evaluate impact by July 2027. Future annual reviews will report impact on engagement, participation, attendance, belonging and attainment and identify what should continue, change or stop.

Further information

Read alongside Park Road's SEND information report, accessibility plan, pupil premium strategy, attendance arrangements and relevant policies.