Inclusion Strategy 2026/2029

Murdishaw West Primary and Nursery 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	2026-2029
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Governing Body of Murdishaw West Primary and Nursery School

Statement of intent

At Murdishaw West, inclusion means that every child is welcomed, feels they belong, can take part in school life and is supported to achieve. We want all children, including those with SEND and those facing other barriers, to become curious, confident, articulate and happy learners who are ready for their next stage of education. Our values of Collaborate, Achieve, Respect and Enjoy (CARE) underpin this ambition.

This strategy responds to our context: high levels of children identified as having SEND, high levels of children eligible for free school meals, high levels of children with communication and language, social emotional and mental health needs. We also recognise low starting points, limited quiet space for emotional regulation, and attendance and punctuality difficulties. Our improvement priorities for 2026/27 include stronger writing, a high-quality early year and nursery offer, and improved attendance.

The strategy focuses on six connected activities: strengthening leadership oversight and partnership; building on our Thrive and pastoral provision to identify needs early;

improving adaptive teaching and assessment; making enrichment accessible; strengthening belonging and attendance; and improving how children access supportive spaces. Together these address the seven principles of inclusion and aim to strengthen the universal offer while providing targeted support where it is needed. Activities will be funded from the school's core budget, including the notional SEN budget, and the IMF allocation.

Our existing provision includes a full-time pastoral lead trained in the Thrive Approach, Thrive-accredited practice, a Thrive room opened in July 2026, nursery and outdoor learning provision, breakfast club, wrap-around care and a high-quality school library. This strategy builds on that provision rather than presenting it as new. Our strategy is based on the school information and identified barriers. Leaders have included the views of children, families, staff, governors and partners.

The seven principles of inclusion are:

1. ambitious leadership and governance that embeds inclusion
2. evidence-based support prioritising early intervention
3. high-quality adaptive teaching with curriculum designed for all learners
4. enriching provision beyond the classroom that all children can access
5. a safe and respectful culture fostering belonging, attendance, and participation in learning
6. strong partnerships with families and wider services
7. inclusive environments with continuous improvements to accessibility

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	**Limited dedicated physical and quiet spaces for emotional regulation or small group target support and interventions.** Some children have experienced adverse childhood experiences (ACEs) and find emotional regulation difficult. Although the school opened a Thrive room in 2026 due to an identified barrier that dedicated physical and quiet spaces where limited, they still remain limited in availability across the school. This can restrict children's access to a suitable place for regulation and for planned, targeted support when they need it.
2	**Low starting points on entry to school.** Many children begin school with low starting points in communication and language, literacy, and personal,

	social and emotional development. This can make it harder to access classroom learning, express needs, build relationships and take part confidently in the curriculum. The school's new maintained nursery provision and early years priorities create an opportunity to identify starting points promptly and strengthen continuity into the primary curriculum.
3	**Attendance and punctuality barriers linked to learning and home circumstances.** Some children find attending school difficult because of complex home lives or academic challenges. Evidenced based research shows absence and lateness reduces learning time, can disrupt routines and make it harder for children to feel connected to school.

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	Activity type	Total budgeted cost
Early identification and coordinated targeted support. Our school will strengthen how emerging communication and language, literacy, social and emotional needs are identified, gaps taught and then reviewed for progress. Staff will use relevant assessment and observation to agree individual next steps, target gaps, set review points, and check whether the support is helping the child . Where needs cannot be met through universal classroom practice alone, staff will coordinate proportionate targeted support and, where appropriate, work with relevant wider services. This extends and formalises existing Thrive and pastoral provision. The EEF's Special	Targeted	£15,000 IMF/IEYF 3 year spend

Educational Needs in Mainstream Schools, Speech and Language UK's Resource library for educators and Targeted support inform this approach. Evidence-based support prioritising early intervention. Barriers addressed: 1, 2, 3		
Accessible enrichment and participation beyond lessons. Building on the school's existing breakfast club, wrap-around care, and purposeful learning provision, leaders will review how children can access and participate in enrichment opportunities. The school will use participation information and children's views to identify whether barrier, such as additional needs, communication needs or family circumstances are limiting involvement, and will consider reasonable practical adjustments to activities. The intention is to make existing and planned opportunities welcoming and accessible, not to duplicate the provision already in place. Evidence-informed review and implementation will draw on the DfE's Inclusive mainstream fund: best practice for schools. Enriching provision beyond the classroom that all children can access. Barriers addressed: 2, 3	Universal	£6000 Core Budget
Belonging, attendance and punctuality. Our school will continue to strengthen a consistent, welcoming approach to attendance and punctuality, building on its CARE values and strong pastoral relationships. Leaders and staff will continue to review attendance and punctuality patterns early, including for children whose needs or circumstances may affect attendance. Where concerns emerge, the school will work with the child and family to understand the barriers, agree appropriate support and review whether it is helping The DfE Attendance toolkit for schools emphasises understanding the drivers of absence, using data to identify patterns and working with families to address barriers. A safe and respectful culture fostering belonging, attendance, and participation in learning; strong partnerships with families and wider services. Barriers addressed: 3	Universal	£6,000 Core Budget

Accessible spaces for regulation and to receive targeted support. Building on the thrive room opened in 2026 and the school's existing pastoral and Thrive practice, leaders will review current spaces in school and how children access quiet, supportive spaces when needed as well as creating areas for intervention support from school or external partners. The school will clarify how spaces are to be used, how access will be agreed and supported, and how children can return to learning and class participation. Staff will seek children's views on whether the arrangements feel safe and useful, and review whether access is timely and appropriate. The DfE's Inclusion bases in schools informs consideration of how additional spaces can support inclusion within a mainstream setting. Inclusive environments with continuous improvements to accessibility. Barriers addressed: 1	Universal /Targeted	£25,000 IMF/IEYF 3 year spend

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
Children who need help with communication, learning or emotional regulation are identified earlier and receive support that helps them participate.	Relevant assessments and observations are used to identify needs and agree next steps. For children receiving targeted support, staff record intended outcomes and review progress at agreed review points with the child and family where appropriate. Reviews record the child's progress made and whether support should continue or be adjusted.
Children with low starting points make progress in communication and language, literacy and personal, social and emotional development.	Starting-point information and subsequent assessments are used to monitor progress. By the end of the strategy period, the school can show progress for children receiving support in the relevant areas, using the measures appropriate to

	their age and stage. Leaders also review participation and progress for children with SEND and other identified barriers.
High-quality teaching secures prior learning and enables children to access and make progress through the curriculum, particularly in communication and language and writing.	Lesson visits, planning and work review show that teachers check prior learning, address gaps and adapt teaching where needed. Assessment information shows whether children have secured the intended learning. Writing attainment and progress, including for children with SEND and children at different starting points, are reviewed against the school's recorded baseline and improvement priorities.
Children feel safe, can access appropriate spaces for regulation and are supported to return to learning.	Records show how and when children use the Thrive room or any other new agreed quiet spaces and whether access is timely. Child voice and pastoral review indicate whether children feel supported and whether arrangements help them re-engage with classroom learning. Leaders review use and feedback during the strategy period and record any adjustments made.

Review of the previous academic year

Review due November 2027

Further information

We are committed to making Murdishaw West a school where every child feels they belong and can thrive. This includes children with SEND and those who face other barriers to learning or participation. Our ambition is for every child to leave us as a curious, confident, articulate and happy learner, ready for the next stage of their education. To honour this commitment, we invest in inclusion beyond the funding allocated through the Inclusive Mainstream Fund. We direct additional school resources towards the support, adaptations and opportunities children need to participate, learn and achieve.
Our school mainstream inclusion funding grant as of 2026 is £11,385 per year